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ABSTRACT

Guided by the philosophy that each child as an individual with a unique rate and pattern of growth should be taught on his own level, regardless of his age or number of years in school, this language arts program covers the first 12 levels of a 27-level curriculum guide. Specific program objectives for each child include the development of (1) the ability to communicate with others through listening, speaking, writing, and interpreting; (2) a literary and social language; (3) creative, critical thinking and self-evaluation; and (4) sequential basic skills. Each of the 12 levels provides instruction guidelines in the areas of decoding skills, comprehension, language, study skills, literary appreciation, and creativity. Also provided for each level are recommended materials, informal and oral evaluations, teacher guidelines for worksheets, sample worksheets, literature and spelling lists, and a teacher reaction sheet. This guide concludes with lists of lower and upper primary activities and audiovisual materials for skills and literature, a language arts resource file, and a glossary. (JM)

ED 096665

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AVON PUBLIC SCHOOLS

LANGUAGE ARTS PROGRAM
(Levels 1 to 12)

1972

Avon, Connecticut

CS 201 555

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PHILOSOPHY OF AVON LANGUAGE ARTS

Each child is an individual with a unique rate and pat tern of growth and should be taught on his own level, regard- less of his age or the number of years he has been in school.

AIMS AND OBJECTIVES

1. To develop the ability to communicate with and understand others through the inter-relationship of:
    a. Listening
    b. Speaking
    c. Reading
    d. Writing
    e. Interpreting
2. To develop in each child a literary and social language which will be the tool to enable him to progress in other subject areas.
3. To develop creative, critical thinking, and self-evaluation in each pupil.
4. To develop basic skills sequentially.

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LEVELS

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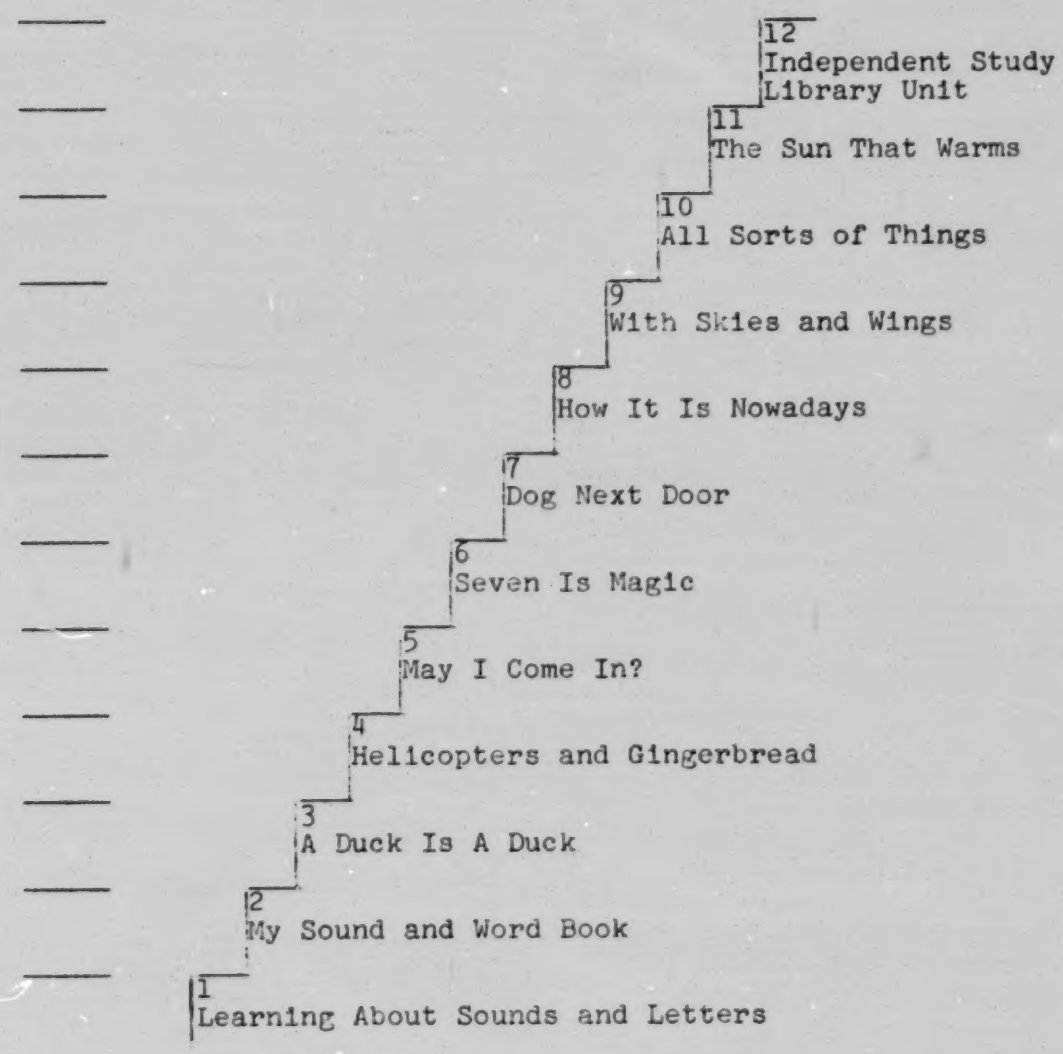
PRIMARY CURRICULUM

NAME_____

DATES

Supplementary Material



FLOW CHART OF LANGUAGE ARTS SKILLS INTRODUCED

	1	2	3	4	5	6	7	8	9	10	11	12
I. DECODING SKILLS												
Sight Vocabulary	X	X	X	X	X	X	X	X	X	X	X	X
Phonemic Analysis												
Consonants	X	X	X	X	X	X	X			X	X	
Consonant Clusters					X	X	X	X		X		
Consonant Digraph					X	X	X		X			
Vowels		X	X	X	X	X	X	X	X	X		
Structural Analysis												
Compound Words						X	X	X				
Contractions					X	X		X				
Graphemic Bases		X	X	X	X	X	X	X	X	X		
Possessives					X	X	X	X	X			
Prefixes								X	X	X	X	
Suffixes (Endings)			X		X	X	X	X	X	X	X	
Spelling Patterns				X	X	X	X	X				
Syllabication					X	X	X	X	X			
Generalizations						X				X		
II. COMPREHENSION												
Inferential	X	X	X	X	X	X	X	X	X	X	X	
Literal	X	X	X	X	X	X	X	X	X	X	X	
III. LANGUAGE												
Language Development	X	X	X	X	X	X	X	X	X	X	X	X
Language Expression	X	X	X	X	X	X	X	X	X	X	X	X
Vocabulary	X	X	X	X	X	X	X	X	X	X	X	
Mechanics	X	X	X	X	X	X	X	X	X	X	X	
Learn to Capitalize		X	X	X	X	X	X	X	X	X	X	
Learn to Punctuate			X	X	X	X	X	X	X	X	X	
Learn to Use Words Correctly	X	X	X	X	X	X	X	X	X	X	X	X
Learn to Use Correct Sentence Structure	X	X	X	X	X	X	X	X	X	X	X	

FLOW CHART OF LANGUAGE ARTS SKILLS INTRODUCED CONTINUED

	1	2	3	4	5	6	7	8	9	10	11	12
III. LANGUAGE (Cont'd)												
Learn to Use Correct Paragraph Structure						X	X	X	X	X	X	
Learn to Use Correct Letter Form						X	X	X	X	X		
Learn to Proofread	X	X	X	X	X	X	X	X	X	X	X	
Headings on Papers	X	X	X	X	X	X	X	X	X	X	X	X
IV. STUDY SKILLS												
Locating Information			X	X	X	X	X	X	X	X	X	X
Organizing Information	X	X	X	X	X	X	X	X	X	X	X	X
Using Visual and Representational Materials							X		X	X	X	X
V. LITERARY UNDERSTANDING AND APPRECIATION												
Types of Literature	X	X	X	X	X	X	X	X	X	X	X	
Graphic Techniques in Literature		X	X	X	X	X	X	X	X	X	X	
Literary Form					X	X	X	X	X	X	X	
Writer's Craft	X	X	X	X	X	X	X	X	X	X	X	X
VI. CREATIVITY												
Before the Reading Experience	X	X	X	X	X	X	X	X	X	X	X	
During the Reading Experience	X	X	X	X	X	X	X	X	X	X	X	
After the Reading Experience	X	X	X	X	X	X	X	X	X	X	X	

LEVEL 1 -- LANGUAGE ARTS

EVALUATION KEY:

G-Ginn 360 Test
O-Oral Evaluation
W-Pupil Worksheet
P-Picture Set
SR-Specialist Report

I. DECODING SKILLS

A. Phonemic Analysis:	
1. Discriminates between letter sounds	G-sec. 3
2. Supplies rhyming words	O-No. 1
3. Identifies consonant sounds (b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z. optional: qu, x.)	G-sec. 4 O-No. 2
B. Structural Analysis:	
1. Discriminates between letter symbols	W-1
2. Identifies Initial Consonants (b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z. optional: qu, x)	G-sec. 1 & 2
3. Describes visual differences and likenesses (bdpg; mnrhu; vwyzxs; iljg; aoec; ftj)	O-No. 3

II. COMPREHENSION

A. Inferential:	
1. Understands...	P-1
a. Family relationships	W-2
b. Ownership	
2. Identifies with...	P-2
a. Characters	W-3
b. Situations	
3. Interprets pictures and stories...	
a. Real from fanciful illustrations	P-3
b. Notes detail	W-3
c. Grasps main idea	W-3
d. Feels emotions and actions	W-3
e. Predicts reasonable outcomes	W-3
f. Perceives spatial relationships (top-bottom; above-below; up-down; over-on-under)	W-4
g. Creates oral text for a picture	

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

B. Literal:
   1. Understands...
      a. Cause and effect relationships — W-5
      b. Relationships--to generalize — W-5
      c. Human relations and behavior — W-5
   2. Recognizes and recalls...
      a. Three objects — P-4
      b. Cause and effect — P-5
      c. Main idea — P-5
      d. Details — P-5
      e. Sequence — W-6
      f. Likenesses and differences — W-7
      g. Classification factors — W-8
      h. In an organized manner

III. LANGUAGE

A. Development:
   1. Syntactical understanding (oral)
      a. Reviews speakers message
      b. Distinguishes between statements (telling sentences) and questions (asking sentences)
   2. Word understandings
      a. Convey ideas
      b. Made of 26 letters in particular order

B. Expression:
   1. Listening
      a. Identifies gross sounds
      b. Identifies fine sounds
      c. Follows simple directions
      d. Discriminates between sounds — O-No. 5
      e. Describes sounds (loud-soft, near-far)
      f. Isolates similar word elements (rhyming-beginning sounds) — O-No. 6
      g. Listens at K-5 Level
      h. Listens to discussions responsively
      i. Hears at normal level — SR
   2. Speaking
      a. Shows attitude of wanting to express himself
      b. Speaks adequately in class discussion
      c. Articulates very clearly
   3. Oral composition
      a. Speaks before groups easily
      b. Tells about experiences and pictures
      c. Creates oral text for pictures
   4. Writing
      a. Can trace on a line — W-2
      b. Can circle and draw a line under

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

C. Vocabulary: W-9
1. Developing word meanings W-10
a. Experiences for concept growth (interdisciplinary)
b. Discribing words
2. Recognizing words
a. Around the room O-7
b. As a unit with meaning O-7
c. As a group of letters W-10

D. Mechanics:
1. Awareness of capitalization
a. In initials
b. In names
2. Awareness of punctuation O-8
a. Periods
b. Question marks
3. Uses words correctly
a. Verb be - (is-are), (am), (was-were)
b. Irregular verbs (do-did), (ran-run), (go-went-gone)
c. Names self last
4. Sentence structure (oral)
a. Speaks in sentences generally
b. Recognizes incomplete sentences O-9
5. Awareness of letter form (cooperative) (invitations -- thank you letters)
6. Written form (understandings)
a. Records ideas
b. Communicates ideas in order O-10
c. Recognizes "words" O-7
7. Proofreading
a. Identifies missing element W-7
b. Recognizes similar elements W-11
8. Heading on papers
a. Introduce first name -- left-hand side of paper

IV. STUDY SKILLS

A. Alphabetizing:
1. Recognizes letters as "letters" and as part of the "alphabet"
2. Matches capital and lower case letters W-11
3. Can say part of the alphabet O-11

B. Works independently:
1. Completes assigned tasks
2. Understands directions

C. Shows interest in:
1. Pictures
2. Discussions
3. Other children

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

V. LITERARY UNDERSTANDING AND APPRECIATION O-12

A. Stories:
   1. Fairy tales
   2. Imaginative
   3. Realistic

B. Poetry:
   1. Nursery rhymes
   2. Limericks
   3. Story poems

VI. CREATIVITY

1. Thinks freely	P-6
2. Offers original ideas	P-6
3. Extends literal interpretations	W-5
4. Enjoys new experiences	I-Item 6

VII. MATERIALS

A. Required:
   1. Ginn 360
      a. Kit--Learning About Sounds and Letters (4 sets plastic graphemes, 50 picture/word cards, display board)
      b. Duplicating masters book
      c. Record album (2 records)
      d. Teacher's guide
   2. Ginn Kit A--Language (1965)
      a. Kit: (Blue Suitcase) 16 large pictures, 59 medium pictures, 78 small pictures
      b. Teacher's manual

B. Supplementary Materials*:
   1. Ginn Kit B--Consonants (1966)
      a. Kit: (Blue/Black Box) 112 picture cards, 45 word cards, 52 alphabet cards
      b. Teacher's manual
   2. Workbooks--use only appropriate pages of:
      a. Ginn Word Enrichment (Look and Listen)
      b. Modern Curriculum Press (Phonics Workbook - A)
      c. Lyons & Carnahan (The New Phonics We Use - A)
      d. Continental Hayes Jenn Duplicating Masters
   3. Language books
      a. Scott, Foresman--Language and How to Use It - Book 1
      b. Harcourt, Brace & World--Roberts Series-First book

*Refer to Supplementary Materials Index.

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

c. Laidlaw--Experience In Language - Book 1
d. Holt, Rhinehart & Winston--Arts and Skills in English - Book 1

4. Records
   a. Scott, Foresman--"Sounds I Can Hear" 4 records
5. Teaching aids*
   a. Beginning sounds
      1. Instructo, Toy Chest of Beginning Sounds (FB)
      2. Milton Bradley, Beginning consonant Poster Cards (PC)
   b. Phoneme/Grapheme correspondence
      1. Film strips/records--Scott, Graphics
         "The Great Alphabet Race"
         "Rotten Red the Renegade Eraser"

C. Rhyming:
   1. Instructo, Rhyming Pictures (FB)
   2. Milton Bradley, Rhyming Pictures (FB)

D. Sequence:
   1. Sequence cards
   2. Judy See-Quees - puzzles

E. Classification:
   1. Instructo #36 - Classification (FB)

F. Opposites:
   1. Instructo #33 - Opposite Cards (FB)
   2. Milton Bradley - Opposite Picture Cards (FB)

G. Writing books for teacher reference in developing pre-writing lessons:
   1. Zaner Bloser--Ready To Go
   2. Lippincott--Readiness for Reading
   3. Continental Press--Visual Motor Development

VIII. EVALUATIONS (tests)

A. Required:
   1. Ginn Achievement Test - Level 1
   2. Pupil Check Sheet - Level 1 (ditto master)
   3. Language Arts Tests - Level 1
      a. Pupil worksheets
      b. Oral evaluations
      c. Picture sets
      d. Informal class evaluation
      e. Teacher observations

*(FB) -- flannel board
(PC) -- picture cards

LEVEL 1 -- LANGUAGE ARTS
(cont'd)

B. Optional:
1. Metropolitan Readiness Test
2. Poe Reading Rating Scale (p. 262-263 manual)
3. Ginn Initial Screening Test
4. Readiness Checklist (1965 Ginn)
5. Murphy Durrell Reading Readiness Analysis Test

Directions for recording Langauage Arts test results on permanent record.

Letter Rating

Each sheet should be rated:

O -- Outstanding

S -- Satisfactory

NH -- Needs Help

This rating should be based on correct answers and teacher observation of skills and usage. The typical rating for a child's evaluation should be entered on the Language Arts permanent record.

Test Score

To begin a new Language Arts Level, the child should be able to perform satisfactorily on 70% of the evaluations. This percentage should be determined by the teacher by considering all evaluations.

LEVEL 1 - INFORMAL EVALUATIONS

The teacher should create situations in which she can observe the child's abilities to:

1. Tell stories in sequence
2. Create oral text
3. Describe spatial relationships
4. Predict reasonable outcomes
5. Use organization skills
6. Repeat statements
7. Express himself
8. Speak before a group
9. Relate experiences
10. Name self last
11. Observe capitalization
12. Speak in sentences
13. Enjoy new experiences
14. Uses -- is-are, am, was-were, do-did, go-went-gone

Notation should be made when lack of such abilities are observed and a program should be undertaken to develop them.

Listening is a major skill in reading. The teacher should be aware of the child's level of listening and make a note of continuous signs of non-listening relative to the following lists:

Levels of listening

1. Very little conscious listening
2. Half-listening (on-off)
3. Intent listening but passive
4. Sporatic -- intent, then passive, then intent
5. Listening with reaction
6. Listening with deep response
7. Listening with complete understanding

Signs of non-listening

1. Restlessness
2. Frequent movement of arms and legs
3. Whispering to others
4. Gazing out the window
5. Picking at hair or clothing
6. Making faces
7. Leaving the group

LANGUAGE ARTS -- ORAL EVALUATION
LEVEL 1

1. Supplies rhyming words...

When asked "Can you tell me a word that rhymes with toes?", the child answers with a rhyming word (not nonsence word) 5 of 9 times.

Words:

toes	cat	star	shell
up	chair	cook	train

2. Identifies consonant sounds...

When asked "Can you tell me what letter says _____?", the child names correct graphemes 15 of 19 times.

(Use sounds of b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, w, y, z.)

3. Describes visual differences...

When shown similar letters on chalkboard or teacher made cards, the child can describe how they differ. The child need not use terms left and right but should communicate that he sees the minor differences in 7 of the following sets:

ao	ec	mn	nu	il
bd	it	hr	fj	vw

4. Distinguishes statements from questions...

Following teacher made sentences the child can say whether each is a statement or a question (telling or asking sentence) in 4 of 5 cases.

5. Discriminates between sounds...

When teacher says similar sounds the child can tell whether they are the same or different in 6 of 7 cases. Suggested sound pairs to include with matches are listed below:

bd	cj	cg	vf	hj
bp	mn	jg	sz	wy

LANGUAGE ARTS -- ORAL EVALUATION
LEVEL 1
(cont'd)

6. Isolates similar word elements...

When directed, "Tell me what is the same in the words I say," the child can do so in 6 of the following cases:

ride - hide	look - book	toes - hose
fast - fire	fast - last	red - ride
should - could	cup - pup	mom - man

7. Word recognition

Recognizes words...around the room as a unit with meaning.
When directed, "Find a word in the room and point to it," the child does so. He should also be able to explain generally what it means.

8. Awareness of punctuation

When asked to find and point to a:
1. period and 2. question mark, the child can do so.

9. Recognizes incomplete sentences

When the teacher says complete and incomplete sentences, the child responds with yes or no for a real sentence that says something or one that is missing something.

10. Communicates ideas in order

When asked to tell the alphabet the child responds with at least A - G, or another 7 letters in order.

11. Literary understanding and appreciation

When told very brief stories and short rhymes, the child can identify them correctly as stories or poems.

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 1

1. Supervised activity

In each box draw a line between the two letters that are the same.

NOTE: L - R organization -- secure approach

2. Individual activity 3 sheets

Ask child to name each picture then direct him to trace the words at the bottom of all 3 pages.

NOTE: Correct identification
Ease in naming
Ability to trace

3. Individual activity

Discuss each picture with the child. What is happening? Why is it happening? How does ____ feel?

NOTE: Understanding of cause and effect
Human relationships

(teacher need not do every picture)

4. Directed activity

Child needs red, yellow, blue and black crayons. "Put your red crayon between the dragon's eyes.
Make a line up to the top of the paper.
Make a yellow spot at the top of his back.
Make a blue circle under his chin.
Put a bee over his nose.
Put a red circle on his paw.
Put your red crayon on the end of his tongue.
Make a line down the paper.
Color him as you like."

NOTE: Following directions
Awareness of body parts
Understanding of terms
Small muscle control

5. Individual activity

Discuss some of the pictures with the child. Attempt to draw out child's awareness if necessary.

NOTE: Awareness of details
Cause and effect
Main idea

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 1

6. Independent activity

Have the children cut and paste the story pictures in proper sequence on a 6 x 12 sheet of construction paper -- may color, etc.

NOTE: Proper sequence
Understanding of events

7. Independent activity

"In each row mark an X on the one that is different." Avoid copying. Perhaps let a few children do the sheet at a time.

NOTE: Correct notations
Ease in locating
l - r orientation

8. Independent activity 2 sheets

Have children cut around the pictures, discard scraps, sort and paste on sheet 2.

NOTE: Ability to classify

9. Individual activity

Can the child name all of the items on this sheet?

NOTE: Ease of recall

10. Directed activity

"Put a _____ line under the _____."
Do all pictures in the first two rows with various colors. NOTE: Recognition
Draw a circle around the word in row 3. NOTE: Recognition of words
Circle the child that is jumping -- row 4.
Put an X on the child that is walking.
Make a line under the child that is playing.
Make a line over the girl that is running. NOTE: Correct markings

11. Directed activity

Rows 1, 2, 3 - In each row, circle the parts of the words that are the same.

Row 4 - Circle the letter.

Lower page - Circle the capital letters.
NOTE: Correct markings

LEVEL 1 (W-1)

IN EACH BOX DRAW A LINE BETWEEN THE TWO LETTERS THAT ARE THE SAME

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NAME _____

E F L E	w v y w	A H H V	n h r n
o c c d	P P B R	i j i l	g q p g
r h n h	a d o a	N M W M	+ f + l
O G Q Q	d b p d	h h k b	C O Q C
n n m r	V W W M	d d a o	b d h b
e c e o	p b b d	V Y Y W	u n r u

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LEVEL 1

(W-2)

Mother

Mother

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LEVEL 1
(W-2)

Father

Father

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LEVEL 1
(W-2)

boy

boy

girl

girl

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LEVEL 1
COMPREHENSION (W-3)

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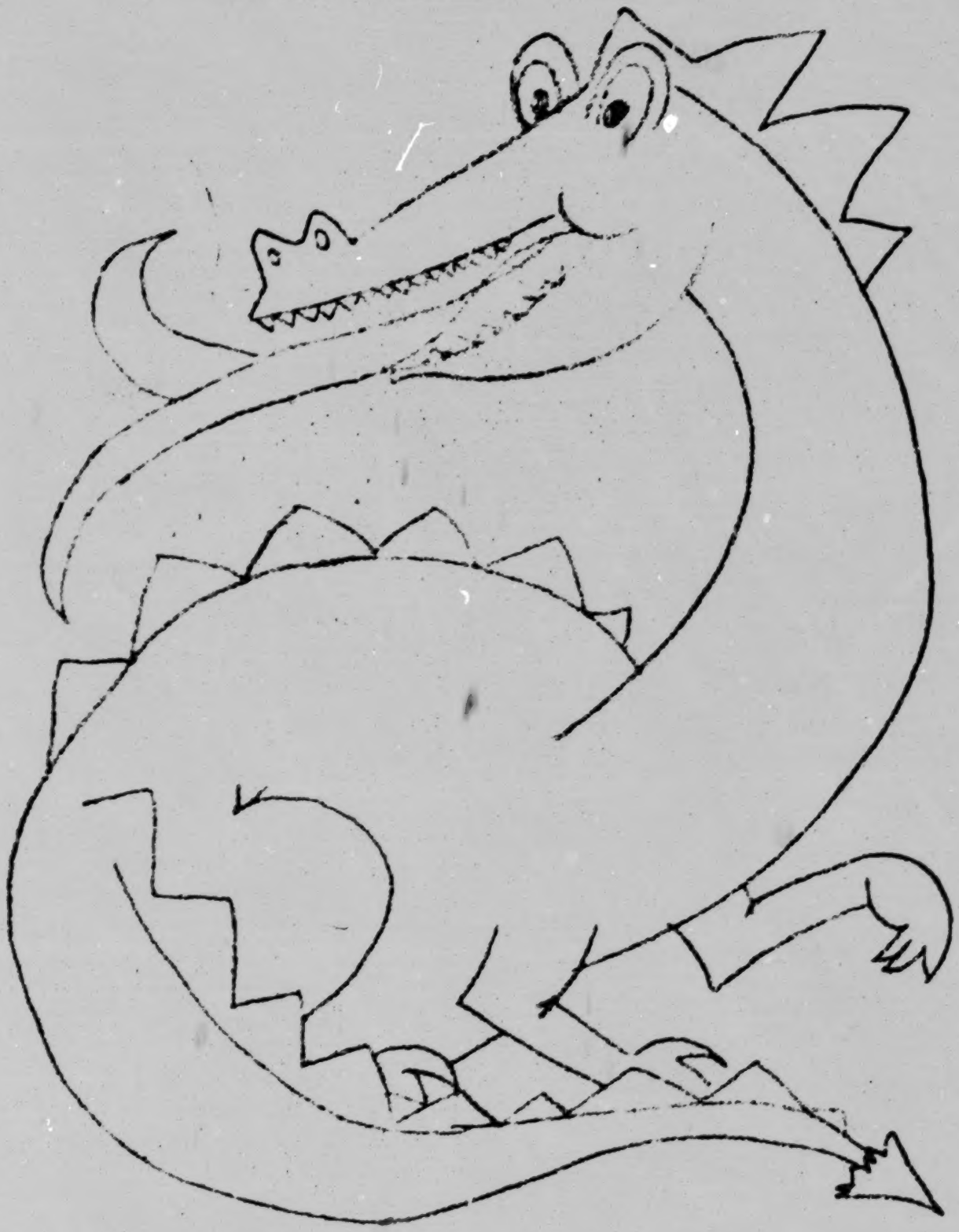
LEVEL 1
SPATIAL RELATIONSHIPS (W-4)



LEVEL 1
COMPREHENSION (W-5)

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LEVEL 1
SEQUENCE (W-6)

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LEVEL 1
LIKE AND DIFFERENT (W-7)

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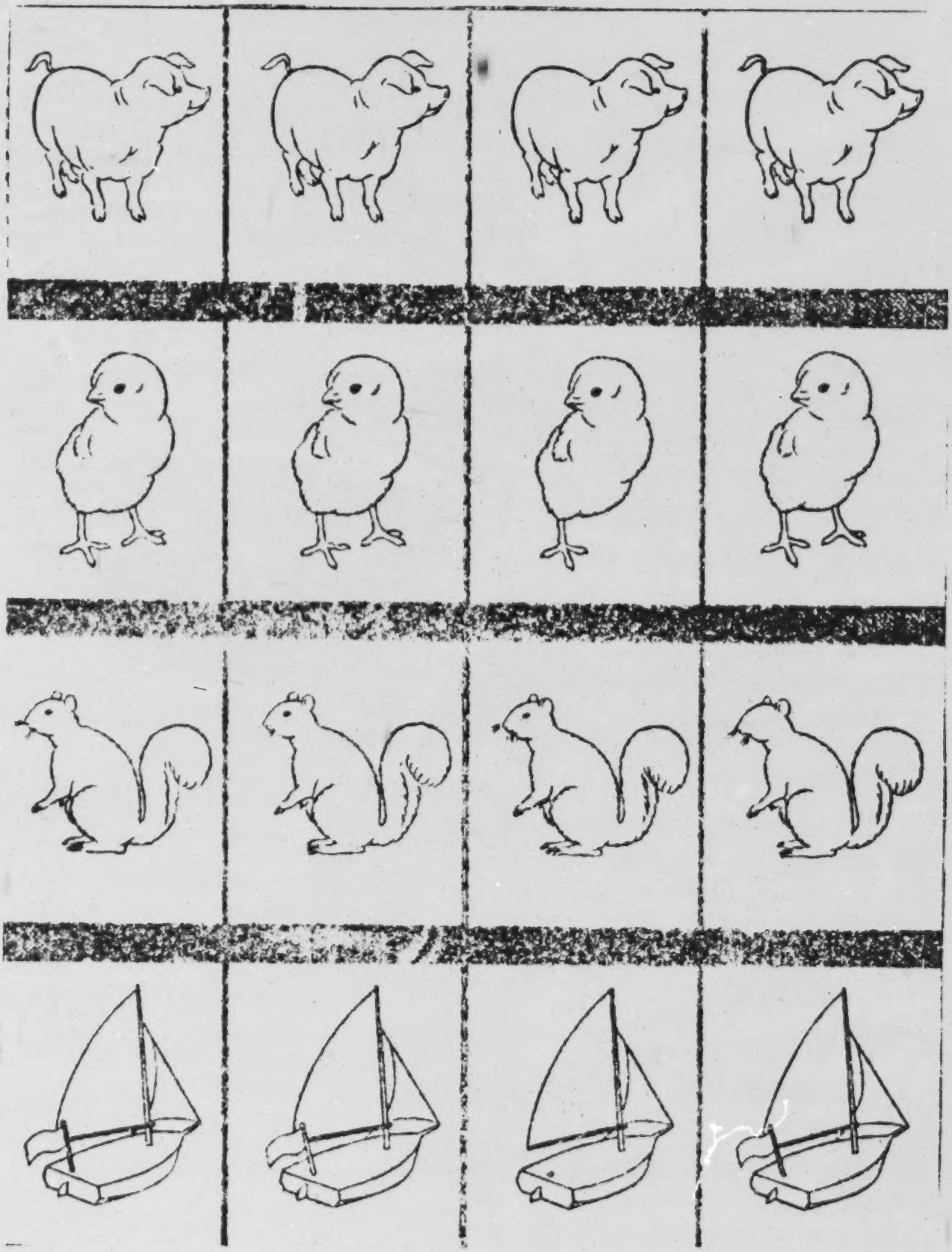

LEVEL 1
CLASSIFICATION (W-8)
SHEET 1

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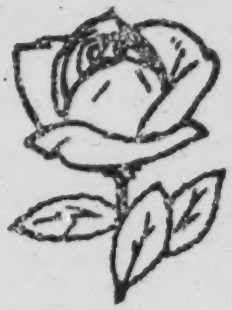

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LEVEL 1
CLASSIFICATION (W-8) sheet 2

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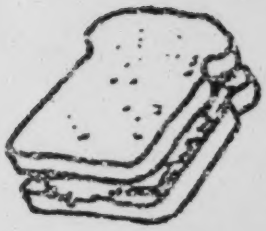
LEVEL 1
VOCABULARY (W-9)



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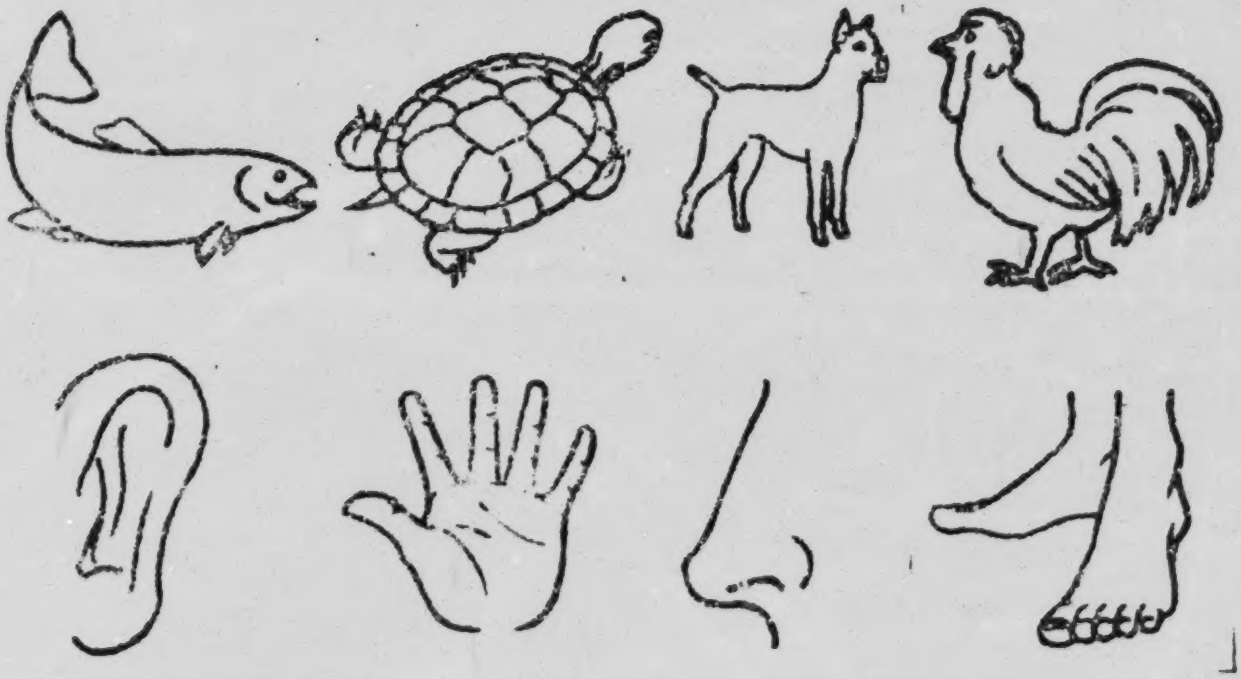
LEVEL 1
VOCABULARY (W-10)



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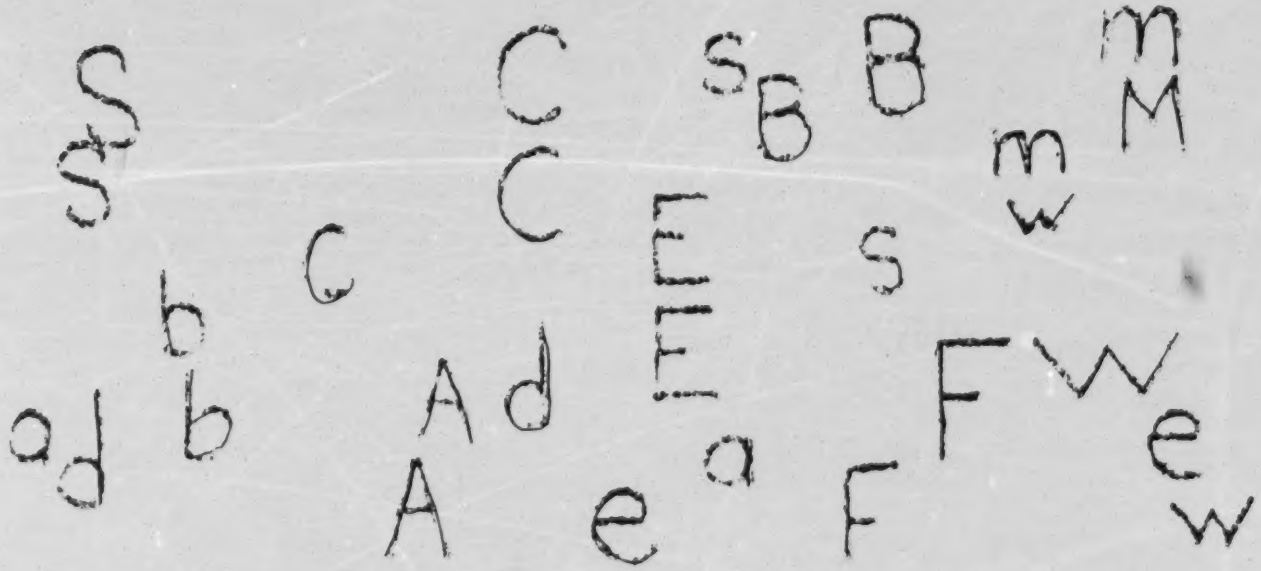
LEVEL 1
(W-11)

ride cat hide

Bill Jill Lad

can and man

Aa 26 O red



SUGGESTED LITERATURE
Reading - Level 1

ABC of Cars and Trucks	- Alexander, Anne
Madeline	- Bemelmans, Ludwig
Madeline and the Bad Hat	- Bemelmans, Ludwig
Madeline's Rescue	- Bemelmans, Ludwig
Five Chinese Brothers	- Bishop, Claire
There's An Elephant in the Bathtub	- Bradfield, Roger
Clifford the Big Red Dog	- Bridwell, Norman
Clifford Gets A Job	- Bridwell, Norman
Clifford's Halloween	- Bridwell, Norman
Clifford Takes A Trip	- Bridwell, Norman
Georgie	- Bright, Robert
Color Kittens	- Brown, Margaret
Golden Egg Book	- Brown, Margaret
Calico the Wonder Horse	- Burton, Virginia
Choo Choo, the Runaway Engine	- Burton, Virginia
What Whiskers Did	- Carroll, Ruth
A Pocketful of Cricket	- Caudill, Rebecca
Will I Have A Friend	- Cohen, Miriam
What's Good For A Four-Year-Old?	- Cole, William
Andy and the Lion	- Daugherty, James
Flip	- Dennis, Wesley
Flip and the Morning	- Dennis, Wesley
Gilberto and the Wind	- Ets, Marie Hall
In the Forest	- Ets, Marie Hall
Just Me	- Ets, Marie Hall
Play With Me	- Ets, Marie Hall
Talking Without Words	- Ets, Marie Hall
The Happy Lion	- Fatio, Louise
Angus and the Cat	- Flack, Marjorie
Ask Mr. Bear	- Flack, Marjorie
The Story About Ping	- Flack, Marjorie
Springtime for Jeanne-Marie	- Francoise
Corduroy	- Freeman, Don
Mop Top	- Freeman, Don
Norman the Doorman	- Freeman, Don
Indian Two Feet and His Horse	- Friskey, Margaret
Henny Penny	- Galdone, Paul
What's Inside? The Story of an Egg that Hatched	- Garelick, May
Mouse House	- Godden, Rumer
Timothy Turtle	- Graham, Al
Bread and Jam for Frances	- Hoban, Russell
Nothing To Do	- Hoban, Russell
What Do You Say, Dear?	- Joslin, Sesyle
Never Talk to Strangers	- Joyce, Irma
Goggles	- Kents, Ezra
Whistle for Willie	- Keats, Ezra
My Very First Story Book	- Klugman, Judith
The Man Who Didn't Wash His Dishes	- Krasilovsky, Phyllis
The Very Little Girl	- Krasilovsky, Phyllis
A Hole Is To Dig	- Krauss, Ruth
Bears	- Krauss, Ruth

SUGGESTED LITERATURE
Reading - Level 1

Noodle	- Leaf, Munro
Story of Ferdinand	- Leaf, Munro
Wee Gillis	- Leaf, Munro
Blueberries for Sal	- McCloskey, Robert
Make Way For Ducklings	- McCloskey, Robert
One Morning in Maine	- McCloskey, Robert
The Little Island	- MacDonald, Golden
Do You Want to See Something	- Merriman, Eve
My Big Golden Counting Book	- Moore, Lillian
Not This Bear	- Myers, Bernice
The Clock Book	- Pierce, Robert
What If?	- Pierce, Robert
The Little Engine That Could	- Piper, Watty
The Tailor of Gloucester	- Potter, Beatrix
The Tale of Peter Rabbit	- Potter, Beatrix
Curious George	- Rey, H. A.
Curious George Gets A Medal	- Rey, H. A.
Curious George Rides A Bike	- Rey, H. A.
Curious George Takes A Job	- Rey, H. A.
Buttons	- Robinson, Tom
Mike's House	- Sauer, Julia
Journey Cake, Ho!	- Sawyer, Ruth
How Big Is Big	- Schneider, Herman
Cups For Sale	- Slobodkina, Esphyr
The Fox Went Out on a Chilly Night	- Spier, Peter
Obadiah the Bold	- Turkle, Brinton
What Mary Jo Shared	- Udry, Janice
Crictor	- Ungerer, Tomi
The Biggest Bear	- Ward, Lynd
Come Play With Me	- Watts, Mabel
Selections From His Mother Goose	- Wildsmith, Brian
Which Way To the Zoo?	- Wondriska, William
Good Morning, Farm	- Wright, Betty Ren
I Want to Read	- Wright, Betty Ren
Crow Boy	- Yashima, Taro
Momo's Kitten	- Yashima, Taro
Umbrella	- Yashima, Taro
No Roses For Harry	- Zion, Gene

Other Suggested Reading

Who Built the Bridge	- Bate, Norman
Green Eyes	- Birnbaum, Abe
Goodnight Moon	- Brown, Margaret
Grandfather and I	- Buckley, Helen E.
Mike Mulligan and His Steam Shovel	- Burton, Virginia
Where's The Bunny?	- Carroll, Ruth
Timothy Turtle	- Davis, Alice V.
Angus And The Ducks	- Flack, Marjorie
Mop Top	- Freeman, Don
Millions of Cats	- Gag, Wanda
Little Toot	- Gramatky, Hardie

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 2 -- LANGUAGE ARTS

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EVALUATION KEY:

G-Ginn 360 Test
O-Oral Evaluation
W-Pupil Worksheet
P-Picture Set
SR-Specialist Report

1. DECODING SKILLS	
A. Phonemic Analysis (Reinforce and Extend Level 1)	
1. Discriminates between letter sounds	W-1
2. Identifies consonant sounds (b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z. optional quz)	W-2
3. Isolates rhyming elements (extends Level 1 understandings)	O-No. 1 W-3 W-9
B. Structural Analysis (Reinforce and Extend Level 1)	
1. Identifies consonants (i) (b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x, y, z. optional qu, z)	G-2 sec. 1
2. Graphemic Bases (ide - ill)	
II. COMPREHENSION	
A. Inferential:	
1. Identifies with	
a. Characters	P-1
b. Incidents	W-4
c. Situations	W-4
2. Making inferences	W-4
a. Cause and effect relationships	W-4
b. Supporting details	W-4
c. Draws conclusions	W-4
3. Perceives spatial relationships (left-right; beside-between; in front of, behind)	W-5
B. Literal:	
1. Recognizing and recalling...	P-2
a. Cause and effect relationships	
b. Details	
c. Main idea	
d. Sequence	P-3
e. Opposites	O-No. 2
2. Summarizing	

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

III. LANGUAGE

A. Development:
   1. Syntactical understanding
      a. Constructing simple sentences — W-6
      b. Distinguishes between statements (.) and questions (?)
      c. Reviewing and speakers message
   2. Word function
      a. Understanding words - may have double meanings — W-7

B. Expression:
   1. Listening
      a. Understands directions
      b. Ientifies gross sounds
      c. Discriminates fine sounds (short vowel sounds) — O-No.3
      d. Is retentive and responsive
      e. Isolates beginning consonant sounds — W-9
   2. Speaking
      a. Speaks in complete sentences
      b. Articulates clearly
      c. Stays on topic being discussed
      d. Uses vocabulary sufficient to verbalize ideas
      e. Recites short poem or story
   3. Oral Composition
      a. Displays self confidence and security with language skills
      b. Uses inflection to convey mood and emotion
      c. Creates oral text for pictures

C. Vocabulary
   1. Developing word meanings
      a. Phrase and sentence meanings — G-2 Sec.3
      b. Word meanings
         1.) New words
         2.) New meanings
   2. Recognizing new words — G-2 Sec.1
      a. Visually
      b. Kinesthetically

D. Mechanics:
   1. Capitalization
      a. First word of a sentence
      b. Names of people and pets (Flip)
   2. Recognition of punctuation
      a. Period
      b. Question Mark
      c. Quotation Marks (as enclosure for speaker's message)
      d. Comma

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

3. Uses words correctly (oral)
   a. Forms of the verb be - (is-are, am, was-were)
   b. Irregular verbs (see-saw, came-come)
4. Sentence structure
   a. Distinguishes between asking and telling sentence
   b. Uses complete sentences
5. Letter form (cooperative)
   a. Invitiations
   b. Thank-you letters
6. Written form (recognizes)
   a. Letters
   b. Words
   c. Stories
   d. Write name at top of paper

7. Proofreading
   a. Recognizes incomplete letters
   b. Recognizes incomplete words

IV. STUDY SKILLS

A. Alphabetizing:
   1. Learn letters in sequence
   2. Letters preceeding and following a given letter
   3. Differentiates capitals from lower case letters

B. Works independently:
   1. Completes assigned tasks
   2. Understands and follows directions

V. LITERARY UNDERSTANDINGS AND APPRECIATION

A. Types of Literature:
   1. Animal stories
   2. Fables and fairy tales
   3. Fiction
   4. Factual books

B. Writer's Craft (awareness of):
   1. Author
   2. Title

VI. CREATIVITY

A. Before the Reading Experience:
   1. Curiosity stimulated

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

B. During the Reading Experience:
   1. Future predictions encouraged
   2. Predictions from limited information

C. After the Reading Experience:
   1. Ambiguities and uncertainties played with
   2. Going beyond the obvious (digging deeper)
   3. Elaborating a story element
   4. Looking at something from several points of view

VII. MATERIALS

A. Required Program - Ginn 360:
   1. My Sound And Word Book
      a. Pupil write in text
      b. Teacher's edition text
      c. Practice book (workbook)
      d. Teacher's edition workbook
      e. Basic Card Set 1 (levels 2-4)
      f. Ginn Card Holder

B. Alternate Reading Program -- approval of Reading Department:
   1. Programmed reading
   2. Scott, Foresman
   3. Words in Color

C. Supplementary Materials * optional - use only appropriate pages as related to Level 2:
   1. Ginn Kit B - consonant
      a. Kit - 112 picture cards, 45 word cards, 52 alphabet cards, teacher's manual
   2. Ginn Word Enrichment Program Level 1 (2-7)
   3. Modern Curriculum Press - Book A (B,C)
   4. Lyons and Carnahan The New Phonics We Use Book A (B-F)
   5. Continental Hayes, Jenn Duplicating Masters
   6. SRA Word Game Kits
   7. EDL Controlled Reader
   8. Library - film strips and tapes
   9. Teacher made materials
   10. Can You Imagine? (Creativity Idea Book)
   11. Language books
      a. Harcourt, Brace & World Roberts Series, First book
      b. Scott, Foresman Language and How To Use It, Book 1
      c. Laidlaw Experiences In Language, Book 1
      d. Holt, Rhinehart & Winston Arts and Skills in English

*Refer to Supplementary Materials Index.

LEVEL 2 -- LANGUAGE ARTS
(cont'd)

12. Writing books
    a. Scott, Foresman Writing Our Language Book 1
13. Enrichment
    a. Merrill Phonics Skill Text tapes and workbooks - A

VIII. EVALUATION (tests)

A. Required:
   1. Ginn Achievement Test - Level 2
   2. Language Arts Test - Level 2
   3. Teacher made tests

B. Optional:
   1. Informal reading inventory
      Ben's Duck - p. 90 text
   2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test, Evaluation of Skills - tapes)
   3. Ginn Initial Screening Test
   4. Gates-MacGinitie Test
   5. Murphy--Darrell Reading Readiness Analysis

Directions for recording Language Arts test results on permanent record:

Letter Rating - each sheet should be rated

O -- Outstanding

S -- Satisfactory

NH -- Needs Help

This rating should be based on teacher observation as well as correct answers. The typical rating for a child's evaluation should be entered on the Language Arts permanent record.

Test Score

To begin a new Language Arts Level, the child should be able to perform satisfactorily on 70% of the evaluations. This percentage should be determined by the teacher after administering and considering all evaluations.

LEVEL 2 -- LANGUAGE ARTS
INFORMAL EVALUATIONS

The teacher should create situations in which she can observe the child's ability to:

1. Understand cause and effect
2. Note details
3. Recognize supporting details
4. Draw conclusions
5. Summarize
6. Tells familiar stories in sequence
7. Knows left from right
8. Recognizes period, question mark
9. Use language skills
10. Capitalize his name
11. Recite the alphabet
12. Work independently

Picture Sets -- teacher made -- individual activity

Set 1 - should include pictures of:

Bill Jill Ben Nan Ted

Set 2 - four pictures, 2 on card. Show the child a pair of pictures and talk about what is happening in them. Do the same with the other pair of pictures. Remove all and ask the child what the first pictures were about.

Set 3 & 4 - pictures depicting a story. Have the child place the pictures in order.

LANGUAGE ARTS -- ORAL EVALUATION
LEVEL 2

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1. Read each pair of rhyming words below. The child can say the rhyming element in at least five cases.

   Words:

   box - fox tank - bank sail - pail
   sled - bed pear - bear boys - toys

2. When asked to supply an opposite word for one named, the child can do so in at least five cases.

   up high sweet silly
   full short tight dark

3. While listening to pairs of short vowel sounds, the child can tell whether they are the same or different.

SUGGESTED SPELLING LIST

LEVEL 2

a
*and
*at
Ben
Bill
*can
*duck
*get
*help
here
hide
hides
*is
Jill
lad
look
Nan
*no
*not
park
*ride
rides
run
runs
said
stop
Ted
*the
*this
we
*will
*yes

*Dolch words

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 2

1. Supervised activity

In each row, find the picture that has a different beginning sound than the rest of the pictures and mark an X on it.

2. Directed activity

Look at the letters after the triangle.

With your _____ crayon, circle the (say letter sound

Row 1 - p - blue; d - yellow; b - red
Row 2 - j - red; g - yellow; y - blue
Row 3 - n - red; r - blue
Row 4 - f - red; l - yellow
Row 5 - t - blue; k - yellow
Row 6 - w - red; s - blue; v - yellow
Row 7 - h - red; j - blue
Row 8 - r - yellow; m - red
Row 9 - g - blue; c - red

3. Supervised activity

Mark an X on the picture in each row that does not rhyme.

4. Directed activity

Make a red circle around the picture that shows a boy who fell down.
Make a blue circle around the mother that is hungry.
Put a red line under the one you might see through a window.
Make an X on the person who is tired.
Make a yellow circle around the picture you might get money for.

(make up more if you feel uncertain of the children's ability)

Skills involved: Cause and effect
Noting details
Drawing conclusions

5. Directed activity

Put a yellow circle under the baby.
Put a red circle on her bonnet.
Put a blue circle over her hands.
Make a little black bug above the giraffe.
Put a small yellow circle at the bottom of her bow.

TEACHER GUIDE FOR WORKSHEETS
LANGUAGE ARTS - LEVEL 2

6. Independent activity

Have the child use the words at the top to construct 3 sentences. Paste the words on the lines at the bottom of the page. Direct them to capitalize the first word in each sentence and to put a period at the end.

7. Supervised activity

Read the instructions to the children. As they work on the paper, note their work habits. Do they start on the left? Do they concentrate on the task?

8. Independent activity

Direct the children to draw a line between the letters that have the same names.

9. Individual activity

Have the child say the beginning sound for each picture. Use both man and yawn for the last picture.

LEVEL 2 - BEGINNING SOUNDS (W-1)

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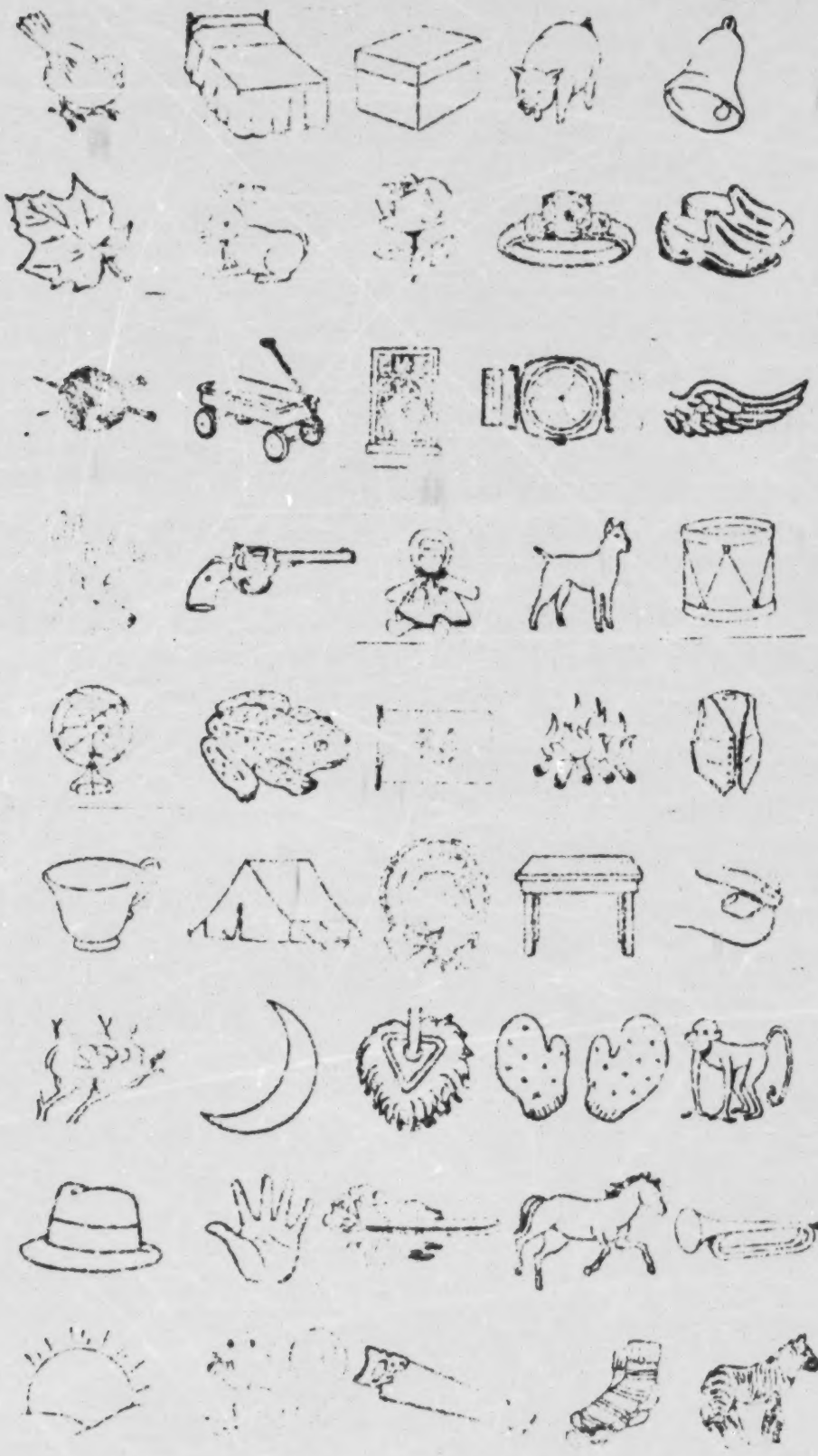

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SOUND DISCRIMINATION - FOLLOWING DIRECTIONS LEVEL 2 (W-2)

b q p h d

p g j q y

m n u r h

h l k f f

b h t k f

v w x z s

i j l g h

n u r h m

d c b g q

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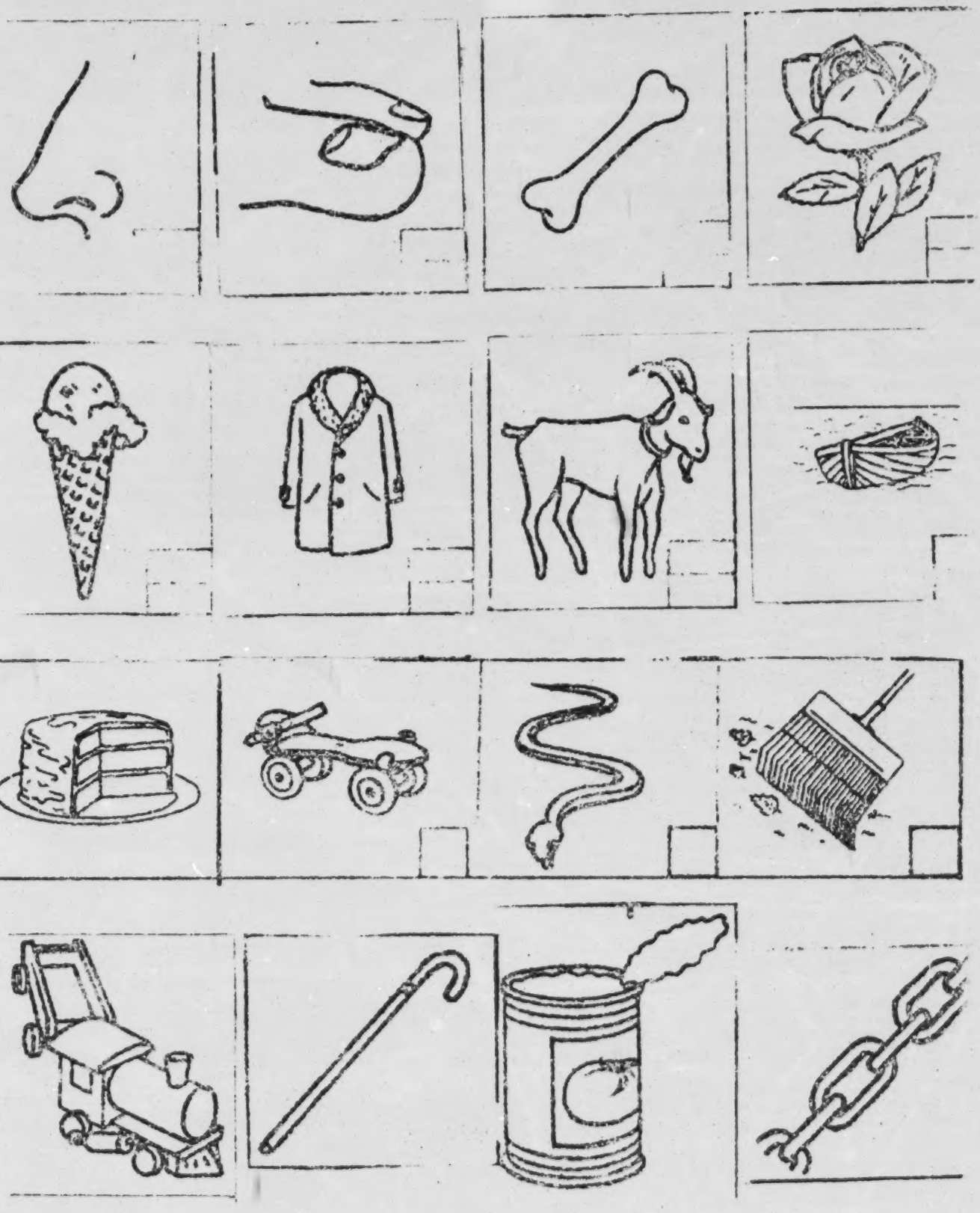
LEVEL 2 -- RHYMING WORDS (W-3)



LEVEL 2 -- COMPREHENSION (W-4)

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LEVEL 2 -- RELATIONSHIPS (W-5)

Bill	is	at
Lad	here	said
runs	not	the
hides	Ben	park
Jill	a	will
and	duck	get
rides	Ted	we
can	Nan	help
this	look	stop

Sentences (2-6)

1. _____

2. _____

3. _____

LEVEL 2
(W-7)

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1.	not	wish	can	and
2.	duck	at	said	get
3.	stop	the	park	Jill

Complete Reversal	fol	lof	lof	fol	fol
	rin	nir	rin	nir	nir
	pog	gop	gop	gop	pog
	boad	daob	boad	boad	daob
Initial Differences	fer	ter	ker	fer	der
	muc	muc	nuc	ruc	muc
	disd	hisd	disd	bisd	kisd
	golp	yolp	polp	qolp	golp

LEVEL 2 -- MATCHING LETTERS (W-8)

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Z	p
J	l
T	i
L	t
I	n
F	z
H	j

D	s
B	d
Q	b
P	p
R	q
S	g
G	r

M	w
W	v
N	n
V	m
Y	x
X	k
K	y

A	o
U	c
O	a
E	e
C	u
S	k
K	s

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LEVEL 2

ISOLATES SOUNDS (W-9)

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 3 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants

a. p, t, d, k, ck, g, m, n, r, l, ll, b, s, f (f)

2. Vowels

a. i (as in hide, night, mind) glided
b. i (as in ill, bit) unglided

B. Structural Analysis:

1. Use of e marker with i.
2. Graphemic Bases

a. ide, ike, ile, ill, in, ine, ip, ipe, it, ite

3. Root Words and Endings

a. Plurals with s
b. Verbs with s

II. COMPREHENSION

A. Inferential:

1. Identifying with characters and incidents
2. Making inferences

a. Cause and effect relationships
b. Character traits
c. Comparisons
d. Main ideas
e. Supporting details

3. Making judgments

a. Fact and opinion

4. Predicting outcomes

B. Literal:

1. Recognizing and recalling

a. Comparisons
b. Details

LEVEL 3 -- LANGUAGE ARTS (cont'd)

c. Main ideas
d. Sequence

2. Synthesizing and summarizing

III. LANGUAGE

A. Development:

1. Syntactical understanding

B. Expression:

1. Listening
2. Reading beyond the text
3. Speaking
4. Writing

C. Vocabulary:

1. Developing word meanings

a. Expanding vocabulary

2. Recognizing words

D. Mechanics:

1. Capitalization

a. First word of a sentence
b. Names of people and titles (Miss)
c. Pronoun "I"

2. Learn to punctuate

a. Periods - after telling sentences (statements)
--After "Mr."
b. Question Marks - after asking sentences
c. Exclamation Point - recognition after statements that exclaim
d. Comma - recognition of symbol
--As signal for pause in reading
--As aid for understanding sentence
e. Apostrophe - contractions (can't, n't)
--With singular possessives (Ben's)

3. Learn to use words correctly

a. Forms of the verb be (is - are)
b. Irregular verbs (see - saw), (came - come) (go - went - gone), (ran - run), (do - did)

LEVEL 3 -- LANGUAGE ARTS (cont'd)

4. Sentence structure

   a. Distinguishes between asking and telling sentence
   b. Uses complete sentences

5. Letter form (cooperative)

   a. Invitations
   b. Thank you

6. Learn to proofread

   a. Use symbol to indicate error in capitalization

7. Headings on papers

   a. Level 1 through level 4 -- introduce first name on left-hand side of paper
   b. Level 5 -- first name and last name on left-hand side of paper
   c. Level 6 through level 12 -- first name and last name on left-hand side of paper
      --date on right-hand side of paper
      --heading of paper, center of the next line

IV. STUDY SKILLS

A. Interpret a picture map
B. Using reference materials
C. Using specialized book parts
D. Developing a reference chart

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:

   1. Animal stories
   2. Fables and folk tales
   3. Realistic fiction

B. Graphic Techniques in Literature:

   1. Relating graphic treatment of type to content
   2. Relating illustration to literature

C. Writer's Craft:

   1. Author's style
   2. Mood
   3. Plot and character development
   4. Setting
   5. Theme

LEVEL 3 -- LANGUAGE ARTS (cont'd)

VI. CREATIVITY

A. Before the Reading Experience:

1. Building onto the individual's or group's existing knowledge
2. Concern about a problem heightened
3. Confrontation with ambiguities and uncertainties
4. Curiosity and wanting to know stimulated
5. Predicting from limited information

B. During the Reading Experience:

1. Awareness of problems and difficulties
2. Anticipation and expectation heightened
3. Incompleteness of information recognized
4. Open-endedness preserved
5. Predictions from limited information required
6. Reading with imagination

C. After the Reading Experience:

1. Building onto information or knowledge
2. Divergent thinking encouraged
3. Elaborating an idea or element
4. Emphasizing with story characters
5. Going beyond what is known
6. Improbabilities entertained
7. Reconstructing the story
8. Synthesizing or summarizing information

VII. MATERIALS

A. Required -- Ginn 360:

1. A Duck Is A Duck

a. Pupils' text
b. Teachers' edition (level 3 & 4 combined)
c. Basic card set I
d. Skills handbook (level 3 & 4 combined)
workbook -- pupil and teachers' edition
e. Picture maps (2 chart size)

B. Alternate with approval of Reading Department:

1. Programmed Reading (Sullivan)
2. Scott, Foresman

C. Supplementary Materials* (optional) use only appropriate pages as related to level 3 skills

*Refer to Supplementary Materials Index.

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LEVEL 3 -- LANGUAGE ARTS (cont'd)

1. Ginn Word Enrichment Program (levels 1 - 7)
2. Modern Curriculum Press -- Book A
3. Lyons & Carnahan -- The New Phonics We Use A,B
4. Continental, Hayes, Jenn -- Duplicating Masters
5. SRA -- Word Game Kits
6. EDL — Controlled Reader and Language Master
7. Library film strips and tapes
8. Teacher made materials
9. Can You Imagine? (Creativity Idea Book)
10. Spelling Books
    a. Noble and Noble Spell/Write -- level 1 Orange
    b. Scott, Foresman Spelling Our Language - Book 1
    c. Hanna and Hanna Power to Spell -- Grade 1
    d. McGraw Hill Basic Goals in Spelling -- Grade 1
    e. Continuous Progress Spelling Kit Economy Co.
11. Language Books
    a. Harcourt, Brace & World Roberts Series
    b. Scott, Foresman Language & How To Use It Grade 1
    c. Laidlaw Experiences In Language Book 1
    d. Holt, Rhinehart & Winston Inc. Arts & Skills In English Book 1
12. Handwriting
    a. Scott, Foresman Writing Our Language
13. Enrichment
    a. Games

VIII. EVALUATION (tests)

A. Required:

1. Ginn Achievement Test -- Level 3
2. Language Arts Test -- Level 3
3. Teacher made tests

B. Optional:

1. Informal reading inventory (back of Teachers' Edition)
2. Fountain Valley Teachers' Support System in Reading

LEVEL 3 -- LANGUAGE ARTS (cont'd)

(Pre-Test, Post-Test Evaluation of Skills - tapes)

3. Ginn Initial Screening Test
4. Gates-MacGinitie Test
5. Metropolitan Achievement Test
6. Murphy-Durrell Reading Readiness Analysis Test

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LEVEL 3 -- EVALUATION
LANGUAGE ARTS

Name_____

A. VOWELS

Write the missing vowel and if the e marker is needed write it too.

1. f n
2. h p
3. d p
4. r p
5. t n
6. p p
7. s n
8. w n
9. m l
10. p n

Circle the word I say:

rid	ride
kite	kit
hide	hit
bit	bite

pine	pin
fin	fine
ripe	rip
dim	dime

B. PUNCTUATION

Write . or ? at the end of each sentence.

1. We can help the turtle
2. What do you want
3. Can you read this book
4. We will run to the park
5. I will stop here

C. CAPITALIZATION

Use correct capitalization.

1. you and i will run.
2. "can you guess, miss hill?"
3. it is little.
4. we can see nan.
5. dad can play with ben.

LEVEL 3 -- EVALUATION

Teacher copy

A. VOWELS

Write the missing vowel and if the e marker is needed write it, too.

1. fine
2. hip
3. dip
4. ripe
5. tin
6. pipe
7. sin
8. win
9. mile
10. pine

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Circle the word I say.

rid	pin
kite	fin
hide	ripe
bite	dim

B. PUNCTUATION

Write [.] or [?] at the end of each sentence.

1. We can help the turtle [.]
2. What do you want [?]
3. Can you read this book [?]
4. We will run to the park [.]
5. I will stop here [.]

C. CAPITALIZATION

Use correct capitalization.

1. You and I will run.
2. "Can you guess, Miss Hill?"
3. It is little.
4. We can see Nan.
5. Dad can play with Ben.

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SUGGESTED SPELLING LIST

LEVEL 3

are	helps	rabbits
Ben's	hill	read
book	hop	*see
books	I	swim
but		*to
can't	like	turtle
come	likes	turtles
*do	little	want
don't	me	wants
ducks	Miss	what
eat	Mother	with
*fast	rabbit	*you

*Dolch

Additional decodable words -- Level 3 T.G. p. 292

SUGGESTED LITERATURE
Reading - Level 2-3

Ginn 360 Level 3 Unit I

Ducks Don't Get Wet	- Goldin, Augusta
Save My Place	- Hoban, Russell & Lillian
Pear-Shaped Hill	- Leitner, Irving
Picnic In The Park	- Monheit, Albert
Around the Corner	- Showalter, Jean
How You Talk	- Showers, Paul
Dog	- Simmons, Ellie
The Long Island Ducklings	- Slobodking, Esphyr
No Roses For Harry	- Zion, Gene

Ginn 360 Level 3 Unit II

A Friend is Someone Who Likes You	- Anglund, Joan
What is a Turtle?	- Darby, Gene
Timothy Turtle	- Davis, Alice
The Turtle and the Dove	- Freeman, Don
Theodore Turtle	- MacGregor, Ellen
Jeff and Mr. James Pond	- Meeks, Esther
Mr. Turtle's Mystery	- Miles, Betty
Small Pond	- Walters, Marguerite
Here Comes Jimmy! Here Comes Jimmy's Dog!	- Wayne, Harry

Ginn 360 Level 3 Unit III

Petunia, Beware	- Duvoisin, Roger
Listen Rabbit	- Fisher, Aileen
The Hare and the Tortoise	- Galdone, Paul
The Hare and the Tortoise	- LaFontaine, Jean
The Tale of Jemina Puddle-Duck	- Potter, Beatrix
Mike's House	- Sauer, Julia
When Will the World Be Mine	- Schlein, Miriam
It's Nice to Be Little	- Stanley, John

Make Way For Ducklings	- McCloskey
Madeline	- Bemelmans
The Cat in the Hat	- Geisel
Story About Ping	- Flack
Story of Ferdinand	- Leaf
Andy and the Lion	- Daugherty
Little House	- Burton
Rooster Crows	- Petersham
Goodnight Moon	- Brown
And To Think That I Saw It on Mulberry Street	- Geisel
My Father's Dragon	- Gannett
A Hole is to Dig	- Krauss

SUGGESTED LITERATURE
Reading - Level 2-3

Little Eddie	- Haywood
In A Pumpkin Shell	- Anglund
Nibble, Nibble Mousekin	- Brown
Pepito's Story	- Fern
You Will Go to the Moon	- Freeman
Inch By Inch	- Lionni
ABC	- Munari
Tony's Birds	- Salsam
Plant Sitter	- Zion
Happy Lion	- Fatio
Are You My Mother?	- Eastman
One Fish, Two Fish	- Seuss
Backward Day	- Krauss
Fish Out of Water	- Palmer
Wait For William	- Flack
Storm Book	- Zolotow
I Like Cats	- Dolch
The Big Ball of String	- Holland
A Fly Went By	- McClintock
Country Bunny	- Heywood
Little Toot	- Grammatky
Little Bear	- Minarik
Father Bear Comes Home	- Minarik
Danny and the Dinosaur	- Hoft
Nobody Listens to Andrew	- Guilfoile
Indian Two Feet and His Horse	- Friskey
Plenty of Fish	- Selsam
Seeds and More Seeds	- Selsam
Love is a Special Way of Feeling	- Anglund

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 4 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

1. DECODING SKILLS

A. Phonemic Analysis:
   1. Consonants
      a. s (as in "is"), m (m), n (m), l (m)
   2. Vowels
      a. e (said, fed) unglided
      b. e (he, see, read, here) glided

B. Structural Analysis:
   1. Graphemic Bases
      a. ead, eal, eat, ed, eed, eek, eel, eep, eet, ell, en, et, im, id
   2. Spelling Patterns
      a. CVC (red) (see p. 250 in T.E. Ginn 360)
      b. CVCC (mind) (see p. 188 in T.E. Ginn 360)
      c. CVVC (meal) (see p. 250 in T.E. Ginn 360)

II. COMPREHENSION

A. Inferential:
   1. Identifying with characters and incidents.
   2. Making inferences.
      a. Cause and effect relationships
      b. Character traits
      c. Comparisons
      d. Supporting details
   3. Making judgments.
      a. Fact and opinion
   4. Predicting outcomes.

B. Literal:
   1. Classifying
   2. Recognizing and recalling
      a. Comparisons
      b. Details
      c. Main ideas
      d. Sequence
   3. Synthesizing and summarizing

III. LANGUAGE

A. Development:
   1. Syntactical understanding.
      a. Recording words to construct sentences
      b. Changing the meaning of a sentence by substituting or adding words
      c. Understanding reference to pronouns he and the and their antecedents

LEVEL 4 -- LANGUAGE ARTS (cont'd)

B. Expression:
   1. Listening
   2. Reading beyond the text
   3. Speaking
   4. Writing

C. Vocabulary:
   1. Developing word meanings
      a. Expanding vocabulary
   2. Recognizing words

D. Mechanics:
   1. Capitalization
      a. First word of a sentence
      b. Names of people and titles
      c. Pronoun "I"
   2. Learn to punctuate
      a. Periods - after telling sentences (statements), after "Mr."
      b. Question Marks - after asking sentences (questions)
      c. Exclamation Point - recognition - after statements that exclaim
      d. Comma - use between day of month and year
         -as symbol of pause in reading
         -as an aid for understanding sentence meaning
      e. Apostrophe - contractions (can't-don't), singular possessives (Ben's)
   3. Learn to use words correctly
      a. Forms of the verb - be (is, are, am)
      b. Irregular verbs (see-saw, came-come, go-went-gone, ran-run, do-did)
   4. Sentence Structure
      a. Write simple sentences
   5. Learn to write a letter (construct and copy group letters)
      a. Correct letter form
      b. Types of letters (thank you, invitations)
   6. Learn to proofread
      a. Use symbol "P" to indicate error in punctuation
   7. Heading on papers
      a. Introduce first name on left hand side of

IV. STUDY SKILLS

A. Using reference materials
B. Developing a picture map
C. Developing a reference chart

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of literature:

LEVEL 4 -- LANGUAGE ARTS (Cont'd)

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1. Animal stories
2. Fables and folk tales
3. Factual stories
4. Realistic fiction

B. Graphic techniques in literature:
   1. Relating graphic treatment of type to content
   2. Relating illustration to literature

C. Writer's Craft:
   1. Author's style
   2. Mood
   3. Plot and character development
   4. Setting
   5. Theme

VI. CREATIVITY

A. Before the Reading Experience:
   1. Building onto the individual's or group's existing knowledge
   2. Confrontation with ambiguities and uncertainties
   3. Curiosity and wanting to know stimulated
   4. Predicting from limited information

B. During the Reading Experience:
   1. Awareness of problems and difficulties
   2. Anticipation and expectation heightened
   3. Incompleteness of information recognized
   4. Open-endedness preserved
   5. Reading with imagination
   6. Visualization encouraged

C. After the Reading Experience:
   1. Building onto information or knowledge
   2. Elaborating an idea or element
   3. Emphasizing with an idea or element
   4. Emphasizing with story characters
   5. Going beyond what is known
   6. Improbabilities entertained
   7. Reconstructing the story
   8. Synthesizing or summarizing information

VII. MATERIALS

A. Required Ginn 360:
   1. Helicopters and Gingerbread
      a. Pupil's text
      b. Teacher's edition (Level 3 & 4 combined)
      c. Basic Card Set I
      d. Skills handbook (Level 3 & 4 combined) (workbook-pupil and teachers' edition)

LEVEL 4 -- LANGUAGE ARTS (cont'd)

B. Alternate with approval of Reading Department:
   1. Programmed Reading (Sullivan)
   2. Scott, Foresman

C. Supplementary materials* (optional) use only appropriate pages as related to Level 4 skills.
   1. Ginn Word Enrichment Program (Levels 1-7)
   2. Modern Curriculum Press - Book A
   3. Lyons & Carnahan The New Phonics We Use A,B
   4. Continental, Hayes, Jenn - Duplicating Masters
   5. SRA Kits - Word Games
   6. Scholastic Individualized Reading Kit
   7. EDL Controlled Reader and Language Master
   8. Library - film strips and tapes
   9. Teacher made materials
   10. Can You Imagine? (Creativity Idea Book)
   11. Spelling Books
      a. Noble and Noble Spell/Write Level 1 Orange
      b. Scott, Foresman Spelling Our Language Book 1
      c. Hanna & Hanna Power to Spell - Grade 1
      d. McGraw Hill Basic Goals in Spelling Grade 1
      e. Economy Co. Continuous Progress Spelling Kit
   12. Language Books
      a. Harcourt, Brace & World Roberts Series
      b. Scott, Foresman Language & How To Use It Grade 1
      c. Laidlaw Experiences in Language Book 1
      d. Holt, Rhinehart & Winston Inc. Arts and Skills in English Book 1
   13. Handwriting
      a. Scott, Foresman Writing Our Language
   14. Enrichment
      a. Games
      b. Merrill - Phonics Skill Text - Book A tapes and workbooks
      c. Pixie Dictionary
   15. Reader's Digest Skill Books

VIII. EVALUATION (tests)

A. Required:
   1. Ginn Achievement Test - Level 4
   2. Language Arts Test - Level 4 (70% mastering)
   3. Teacher made tests

B. Optional:
   1. Informal Reading Inventory (back of T.E.)
   2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills - tapes)
   3. Ginn Initial Screening Test
   4. Gates-MacGinitie Test
   5. Metropolitan Achievement Test

*Refer to supplementary materials index.

LEVEL 4 -- EVALUATION
LANGUAGE ARTS

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Name_____

A. FINAL SOUNDS

Write the letter that represents the final sound heard.

1. _____ 4. _____ 7. _____

2. _____ 5. _____ 8. _____

3. _____ 6. _____ 9. _____

B. BEGINNING SOUNDS

Write the letter that represents the beginning sound heard.

1. _____ 4. _____ 7. _____

2. _____ 5. _____ 8. _____

3. _____ 6. _____ 9. _____

C. VOWELS

_____

_____

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

read, get, meat, Ted, Ben, eat, yes, seat

D. PUNCTUATION

Write . or ? at end of sentence.

1. What will he do _

2. A man wants help _

3. Is the surprise here _

4. Do you want a ride _

5. I like a fast ride _

LEVEL 4 -- EVALUATION
(cont'd)

Name_____

E. CAPITALIZATION

Use correct capitalizations.

1. make the helicopter go.

2. what do you want, bill?

3. here i am miss hill.

4. "yes, we did," said ted.

5. did you guess the surprise?

LEVEL 4 -- EVALUATION

Teacher copy

Scoring: In your own judgment 70% of this test must be mastered to move to the next level.

A. FINAL SOUNDS

Write the letter that represents the final sound heard.

1. wheel	4. clown	7. drum
2. wagon	5. pail	8. ham
3. seal	6. gum	9. hen

B. BEGINNING SOUNDS

Write the letter that represents the beginning sound heard.

1. leaf	4. mouse	7. nest
2. nose	5. ladder	8. mask
3. match	6. nurse	9. leash

C. VOWELS

Write the words in the column under the seal if you hear the glided vowel sound in it.

Write the words in the column under the hen if you hear the unglided vowel sound in it.

Seal	Hen
1. read	5. Ben
2. seat	6. Ted
3. meat	7. yes
4. eat	8. get

D. PUNCTUATION

1. What will he do ?
2. A man wants help .
3. Is the surprise here ?
4. Do you want a ride ?
5. I like a fast ride .

LEVEL 4 -- EVALUATION
(cont'd)

Teacher copy

E. CAPITALIZATION

Use correct capitalizations.

1. Make the helicopter go.
2. What do you want, Bill?
3. Here I am Miss Hill.
4. "Yes, we did," said Ted.
5. Did you guess the surprise?

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SUGGESTED SPELLING LIST

LEVEL 4

airport
*am
animals
away
ball
*big
*boys
*cake
*cap
*cat
*cot
Dad
*did
dog
elephant
*for
fox
from
funny
*gave
gingerbread
go
goats
*hand
*has
*he
helicopter
hello
in
Kay
let
lion
make
man
mouse
old
parrot
play
*ran
say
seal
*sit
something
surprise
*tell
they
too
who
woman
zoo

*Dolch

Additional decodable words Level 4 - T.G. p. 292

SUGGESTED LITERATURE
Reading - Level 4

Ginn 360 Level 4 Unit I

The Secret Hiding Place	- Bennett, Rainey
How the Animals Get to the Zoo	- Elting, Mary
I Talk to Elephants	- Livingston, Myra
Put Me In the Zoo	- Lopshire, Robert
At Home on the Ice	- Miller, Patricia and Seligman, Iran L.
Baby Elephant	- Miller, Patricia and Seligman, Iran L.
The Hungry Goat	- Mills, Alan
I Was Kissed By A Seal At the Zoo	- Palmer, Helen
Hello Elephant	- Wahl, Jan

Ginn 360 Level 4 Unit II

Three Boys and A Helicopter	- Agle, Nan H.
Beginning Science With Mr. Wizard: Flying	- Herbert, Don
The How and Why Wonder Book of Flight	- Highland, Harold
The Big Book of Real Helicopters	- Knight, Clayton
Helicopters; How They Fly	- Lewellen, John

Ginn 360 Level 4 Unit III

The Little Red Hen	- Berg, Jean
The Happy Lion's Quest	- Fatio, Louise
The Big Book of Animal Fables	- Green, Margaret
Aesop's Fables	- Harris, Laura
Journey Cake, Ho!	- Sawyer, Ruth
Foolish and Wise	- Smith, Nila
Aesop's Fables	- Untermeyer, Louis

Other Suggested Reading

500 Hats of Bartholomew Cubbins	- Geisel
Curious George	- Rey
Katy No Pocket	- Payne
Camel Who Took a Walk	- Tworkov
Snow	- Snow
Little Black, A Pony	- Farley
Green Eggs and Ham	- Seuss
Stop That Ball	- McClintock
Ann Can Fly	- Phleger
Look Out For Pirates	- Vinton
Big Jump	- Elkin
Whales Go By	- Phleger
Ten Apples Up On Top	- Le Sieg
Go Dog Go	- Eastman

SUGGESTED LITERATURE
Reading - Level 4

Other Suggested Reading

Put Me In the Zoo	- Lopshire, R.
Hop On Pop	
Georgie to the Rescue	- Bright, Robert
May I Bring A Friend	- DeRegniers, Beatrice
Wheels on the Chimney	- Brown, Margaret
Petunia	- Duvoisin, Roger
Lonely Veronica	- Duvoisin, Roger
Lion	- DuBois, William
Little Black Goes to the Circus	- Farley, Walter
Big Black Horse	- Farley, Walter
Here Come the Dolphins	- Goudey, Alice
Backward Day	- Krauss, Ruth
The Cow Who Sneezed	

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 5 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:
1. Consonants
a. ve (f), x (f), ff (f)
2. Consonant Clusters
a. tr (i)
b. st (i)
c. gr (i)
d. fr (i)
d. qu (i)
e. pl (i)
f. sh (i)
g. wh (i)
3. Digraphs
a. th (i) as in the
b. th (i, f.) as in thin, both
4. Vowels
a. ay (f) as in play
b. a unglided and glided

B. Structural Analysis:
1. Graphemic Bases
a. ame, ate, ack, ake, at, an
2. Possessive Forms
a. 's
3. Root Words and Endings
a. Verbs with ed
b. Verbs with d
c. Verbs with ing
d. Nouns with es (glasses, boxes)
4. Contractions
a. 'm, n't, 's
5. Syllables
a. Listen for number of syllables (up to 3)
6. Spelling Patterns
a. CVC, CVCe

II. COMPREHENSION

A. Inferential:
1. Identifying with characters and incidents
2. Interpreting figurative language
3. Making inferences
a. Cause and effect relationships
b. Character traits
c. Comparisons
d. Supporting details
4. Making judgments of worth, desirability, acceptability
5. Predicting outcomes

B. Literal:

LEVEL 5 -- LANGUAGE ARTS (cont'd)

1. Classifying
2. Recognizing and recalling
   a. Character traits
   b. Comparisons
   c. Details
   d. Main ideas
   e. Sequence
3. Synthesizing and summarizing

III. LANGUAGE

A. Development:
   1. Syntactical Understanding
      a. Completing oral sentences
      b. Transforming sentences
      c. Understanding variety of word usage
      d. Understanding sentences
      e. Create sentences with nouns, verbs and phrases

B. Expression:
   1. Listening
   2. Reading beyond the text
   3. Speaking
   4. Writing

C. Vocabulary:
   1. Developing word meanings
      a. New words
      b. Words used in directions for independent exercises
   2. Recognizing new words

D. Mechanics:
   1. Capitalization
      a. First word of a sentence
      b. Names of people and titles (Mr.)
      c. Pronoun "I"
   2. Learn to punctuate
      a. Periods - after telling sentences (statements) - after "Mr."
      b. Question Marks - after asking sentences (questions)
      c. Exclamation Point - after statements that exclaim
      d. Comma - use between day of month and year
         -as symbol for pause
         -as aid to understanding sentence meaning
      e. Apostrophe - contractions ('m, n't, 's, can't, don't, Ben's)
         singular possessives (Ben's)
   3. Learn to use words correctly
      a. Forms of the verb be (is-are, am, was-were)
      b. Irregular verbs (see-saw, came-come-go-went-gone, ran-run, do-did)

LEVEL 5 -- LANGUAGE ARTS (cont'd)

c. "Double negatives" (can't-never)

4. Sentence Structure
   a. Writes simple sentences
   b. Recognizes asking sentences
5. Learn to write a letter (group project)
   a. Reinforce level 4 a and b
   b. Encourage individual composition
6. Learn to proofread
   a. Using symbol "P" to indicate error in punctuation
   b. Using symbol "NC" to indicate incomplete sentences
7. Heading on papers
   a. First name and last names on left hand side of paper

IV. STUDY SKILLS

A. Introduce alphabetizing
B. Make a simple map
C. Assignment of items to a predetermined group or class
D. Developing a chart

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of literature:
   1. Animal stories
   2. Fables
   3. Factual stories
   4. Folk tales
   5. Realistic fiction

B. Graphic techniques in literature:
   1. Relating graphic treatment of type to content
   2. Relating illustration to literature

C. Reading varied literary forms:
   1. Poetry
   2. Prose

D. Writer's Craft:
   1. Author's style
   2. Mood
   3. Plot and character development
   4. Setting
   5. Theme

VI. CREATIVITY

A. Before the Reading Experience:
   1. Awareness of a problem to be solved
   2. Building onto the individual's or group's existing knowledge

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LEVEL 5 -- LANGUAGE ARTS (cont'd)

3. Confrontation with ambiguities and uncertainties
4. Curiosity and wanting to know stimulated
5. Heightened anticipation and expectation
6. Predictions from limited information

B. During the Reading Experience:
1. Awareness of problems and difficulties heightened
2. Predictions from limited information required
3. Visualization encouraged

C. After the Reading Experience:
1. Digging deeper, going beneath or beyond the obvious
2. Elaborating what is read
3. Familiar made strange or strange made familiar
4. Manipulation of ideas and objects encouraged
5. Multiple hypotheses encouraged
6. Paradoxes confronted and examined
7. Possible cause and effect consequences called for
8. Skills for finding out identified and encouraged
9. Transforming and rearranging information

VII. MATERIALS

A. Required - Ginn 360:
1. May I Come In?
   a. Pupil's text
   b. Teacher's edition
   c. Basic Card Set II (Levels 5 and 6)
   d. Self-Help Activities (pupil's and teacher's edition)
   e. Skills Handbook (pupil's and teacher's edition)

B. Alternate - with approval of Reading Department:
1. Programmed Reading (Sullivan)
2. Scott, Foresman

C. Supplementary Materials* (optional) use only appropriate pages as relate to Level 5 skills.
1. Ginn Word Enrichment Program (Levels 1-7)
2. Modern Curriculum Press - Book A (B,C)
3. Lyons & Carnahan The New Phonics We Use A, B, (D, E, F)
4. Barnell Loft A (B, C, D, E, F)
5. Continental, Hayes, Jenn - Duplicating Masters
6. SRA Kits - Word Games
7. Scholastic Individualized Reading Kit
8. EDL Controlled Reader and Language Master
9. Library - filmstrips and tapes
10. Teacher made materials
11. Can You Imagine? (Creativity Idea Book)

*Refer to Supplementary Materials Index.

LEVEL 5 -- LANGUAGE ARTS (cont'd)

12. Spelling Books
    a. Noble and Noble Spell/Write - Level 1 Orange
    b. Scott, Foresman Spelling Our Language Book 1
    c. Hanna & Hanna Power to Spell - Grade 1
    d. McGraw Hill Basic Goals in Spelling - Grade 1
    e. Economy Co. Continuous Progress Spelling Kit
13. Language Books
    a. Harcourt, Brace & World Roberts Series
    b. Scott, Foresman Language and How To Use It - Grade 1
    c. Laidlaw Experiences In Language - Book 1
    d. Holt, Rhinehart & Winston Inc. Arts and Skills in English - Book 1
14. Handwriting
    a. Scott, Foresman Writing Our Language
15. Enrichment
    a. Games
    b. Merrill - Phonics Skill Text - Book A tapes and workbooks
    e. Pixie Dictionary
16. Reader's Digest Skill Books

VIII. EVALUATION (tests)

A. Required:
    1. Ginn Achievement Test - Level 5
    2. Language Arts Test - Level 5
    3. Teacher made tests

B. Optional:
    1. Informal Reading Inventory (back of teachers' edition)
    2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills-tapes)
    3. Ginn Initial Screening Test
    4. Gates-MacGinitie Test
    5. Metropolitan Achievement Test

LEVEL 5 -- EVALUATION
LANGUAGE ARTS

Name_____

A. Initial Word Parts

Write the letters needed to make the words you hear complete.

1. _____in
2. _____ip
3. _____ab
4. _____ate
5. _____ame
6. _____een
7. _____eet
8. _____ing
9. _____en
10. _____ip

B. Final Word Parts

Write the letter or letters needed to make the words you hear complete.

1. gru_____
2. bo_____
3. li_____
4. si_____
5. pl_____
6. ta_____
7. work_____
8. box_____
9. help_____
10. surprise_____

C. Vowel and e Marker

Use the vowel a alone or with the e marker to complete the words you hear.

1. m d
2. h t
3. c p
4. t p
5. t p
6. p n
7. c m
8. l k

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LEVEL 5 - EVALUATION
(cont'd)

Name _____

D. Vowels

Write the letter that stands for the sound heard in the middle of each word.

1. b__d
2. c__p
3. h__n
4. l__t
5. b__g
6. p__t
7. h__t
8. c__t

E. Syllables

Write 1, 2, or 3 in each blank to indicate the number of parts you hear in the word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

F. Contractions

Match the contractions with the words.

1. she's	cannot
2. can't	I am
3. here's	she is
4. he's	he is
5. let's	here is
6. I'm	let us

G. Punctuation

Write [.] or [?] at end of sentence.

1. What work are they doing [ ]
2. Some animals can hide from danger [ ]
3. Can you see the elephant [ ]

LEVEL 5 -- EVALUATION
(cont'd)

Name_____

G. Punctuation (cont'd)

4. He looked at Penny ☐

5. We will find boots for James ☐

H. Study Skills

Find one way in which these words are alike. Choose the best heading for each group of words and write it in the blank.

Animals People Toys

man	seal	car
Mother	duck	balloon
Ken	turtle	spaceship
Dad	dog	bat

frog	Penny
bear	Pat
rabbit	James
goat	boys

I. Capitalization

Use correct capitalizations.

1. we looked for you.

2. find mr. pine.

3. here i come.

4. the boy saw sam.

5. but i have a name for a dog.

LEVEL 5 -- EVALUATION

Teacher copy

A. Initial Word Parts

Write the letters needed to make the words complete.

1. grin
2. trip
3. stab
4. plate
5. frame
6. queen
7. sheet
8. thing
9. then
10. whip

B. Final Word Parts

Write the letter or letters needed to make the words complete.

1. gruff
2. both
3. live
4. six
5. play
6. tack
7. working
8. boxes
9. helped
10. surprised

C. Vowels and e Marker

Use the vowel a alone or with the e marker to complete the words you hear.

1. made
2. hat
3. cap
4. tape
5. pan
6. came
7. mate
8. lake

D. Vowels

Write the letter that stands for the sound heard in the middle of each word.

1. bed
2. cap
3. hen
4. let
5. bag
6. pet
7. hat
8. cat

E. Syllables

Write 1, 2, or 3 in each blank to indicate the number of parts you hear in the word.

1. hop (1)
2. Cunningham (3)
3. hopper (2)
4. troll (1)
5. grasshopper (3)
6. under (2)
7. something (2)
8. bridge (1)
9. only (2)
10. into (2)

F. Contractions

1. she's	she is
2. can't	cannot
3. here's	here is
4. he's	he is
5. let's	let us
6. I'm	I am

LEVEL 5 -- EVALUATION (cont'd)

Teacher copy

G. Punctuation

1. What work are they doing ?
2. Some animals can hide from danger .
3. Can you see the elephant ?
4. He looked at Penny .
5. We will find boots for James .

H. Study Skills

People	Animals	Toys
man	seal	car
Mother	duck	balloon
Ken	turtle	spaceship
Dad	dog	bat

Animals	People
frog	Penny
bear	Pat
rabbit	James
goat	boys

I. Capitalization

1. We looked for you.
2. Find Mr. Pine.
3. Here I come.
4. The boy saw Sam.
5. But I have a name for a dog.

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SUGGESTED SPELLING LIST

LEVEL 5

all
ants
asked
*back
bag
balloon
be
*bed
Billy
boots
boxes
Bozo
bridge
buildings
call
*came
Carlo
*cars
city
*comes
country
didn't
doing
*doll
down
eating
*far
find
finds
finish
five
fix
follow
food
girls
going
*good
*got
grass
green
*have
helped
helping
hen
*her
there's
he's
home
*hot
house
houses
I'm
into
it's
Jack
Jean
jet
*jump
jumped
just
Ken
know
last
late
*likes
live
lived
lives
looked
looking
lost
machine
*made
may
*men
Mike
mixed
mop
Mr.
*much
*my
name
new
night
nine
now
of
oh
on
out
pen
penny
people
pet
Pete
*pig
pine
pine's
playing
policeman
purple
put
quack
raccoon
*red
saw
shave
*she
she's
ship
signs
six
sleep
sleeping
snow
some
space
still
store
street
surprised
*take
tales
ten
thank
them
then
there
things
time
town
toy
tracks
trap
tree
trip
under
up
wait
waited
walk
walked
walking
wanted
wants
*was
way
*went
*were
what's
when
where
whistle
whistled
who's
why
wig
without
wolf
work
worked
working
yellow

*Dolch
Additional decodable words - Level 5 T.G. p. 289.

SUGGESTED LITERATURE
Reading - Level 5

Ginn 360 Level 5 Unit I

The Bear Cub	- Clark, Ann
Fawn in the Woods	- Eberle, Irmengarde
Growing Up	- Fritz, Jean
Snow Tracks	- George, Jean
Let's Go to the Desert	- Huntington, Harriet
Stripes and Spots	- Ipcar, Dahlov
Jumbo, King of Elephants	- Lindpop, Edmund
Animal Tracks	- Mason, George
Raccoons Are the Brightest People	- North, Sterling
The True Book of Animal Homes	- Podendorf, Illa
The True Book of Elephants	- Posell, Elsa
The World of the Raccoon	- Rue, Leonard
Frogs and Toads	- Schoenknecht, Charles
Nature Detective	- Selsam, Millicent
See Through the Forest	- Selsam, Millicent
See Through the Jungle	- Selsam, Millicent
Junior Science Book of Elephants	- Sheldon, William
Animal Camouflage	- Shuttlesworth, Dorothy
Who Knows When Winter Goes	- Simon, M.
The Rabbit Story	- Tresselt, Alvin

Ginn 360 Level 5 Unit II

The Little House	- Burton, Virginia
This Is A Town	- Curren, Polly
What Can You Do With A Shoe?	- DeRegniers, Beatrice
Lazy Tommy Pumpkin Head	- DuBois, William
Robert The Rose Horse	- Heilbroner, Joan
Lost And Found	- Hitte, Kathryn
What Does It Do and How Does It Work?	- Hoban, Russell
Where's Wallace	- Knight, Hillary
I Want To Paint My Bathroom Blue	- Krauss, Ruth
Machines	- O'Brien, Robert
Come To The City	- Paull, Grace
Farewell To Shady Glade	- Peet, Bill
We Live In The City	- Ray, Bert
This Is New York	- Sasek, Miroslav
City Boy, Country Boy	- Schlein, Miriam
Let's Look Under the City	- Schneider, Nina
Simple Machines and How They Work	- Sharp, Elizabeth
One, Two, Where's My Shoe?	- Ungerer, Tomi
Mike Mulligan and His Steam Shovel	- Burton, Virginia
Machines	- Victor, Edward

Ginn 360 Level 5 Unit III

Know What? No, What?	- Baum, Arline
There's An Elephant in the Bathtub	- Bradfield, Roger

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SUGGESTED LITERATURE
Reading - Level 5

The Country Noisy Book	- Brown, Margaret
Book of Animal Riddles	- Cerf, Bennett
The Dragon in the Clock Box	- Craig, M. Jean
May I Bring A Friend?	- DeRegniers, Beatrice
I Read Signs	- Funk, Tom
The Mystery of the Gate Sign	- Friskey, Margaret
Lengthy	- Hoff, Syd
Mrs. McGarrity's Peppermint Sweater	- Holl, Adelaide
Harold and the Purple Crayon	- Johnson, Crockett
Harold's Trip to the Sky	- Johnson, Crockett
Is It Blue As A Butterfly?	- Kalusky, Rebecca
Runaway John	- Klein, Leonore
All Sizes of Noises	- Kuskin, Karla
When Homer Honked	- Latham, Jean Lee
The Very Nice Things	- Merrill, Jean
Who Took The Farmer's _____?	- Nodset, Joan
Where The Wild Things Are	- Sendak, Maurice
McElligot's Pool	- Seuss, Dr.
The Moon Jumpers	- Udry, Janice
You Look Ridiculous (Said the Rhinoceros to the Hippopotamus)	- Waber, Bernard

Ginn 360 Level 5 Unit IV

The Big, Big Box	- Adam, Barbara
City Street Games	- Ames, Jocelyn
Daisy Tells	- Elwart, Joan Potter
Whistle For Willie	- Keats, Ezra
The Bundle Book	- Krauss, Ruth
Which Horse is William?	- Kuskin, Karla
How To Make Flibbers	- Lopshire, Robert
What Can You Do With A Pocket?	- Merriam, Eve
Karen's Opposites	- Provenson, A.
Peter's Tent	- Smaridge, Norah
I am Andy	- Steiner, Charlotte
Andy And His Fine Friends	- Thayer, Jane
The Puppy Who Wanted A Boy	- Thayer, Jane
Is Susan Here?	- Udry, Janice
Melissa	- Weil, Lisl

Ginn 360 Level 5 Unit V

Time For Fairy Tales	- Arbuthnot, May
Cinderella	- Brown, Marcia
Once A Mouse	- Brown, Marcia
John J. Plenty and Fiddler Dan	- Ciardi, John
Six Foolish Fishermen	- Elkin, Benjamin
The Man, The Boy, and The Donkey	- Evans, Katherine
The Glass Slipper	- Farjeon, Eleanor
The House That Jack Built	- Galdone, Paul
The Old Woman and Her Pig	- Galdone, Paul
The Wolf and the Seven Little Kids	- Grimm, Jakob
The Fables of Aesop	- Jacobs, Joseph

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SUGGESTED LITERATURE
Reading - Level 5

Anthology of Children's Literature	- Johnson, Edna
Giant John	- Lobel, Arnold
Peter and The Wolf	- Prokofieff, Serge
The Blind Men and The Elephant	- Quigley, Lillian

Other Suggested Reading

The Steadfast Tin Soldier	- Andersen, Hans
Madeline in London	- Bemelmans, Ludwig
Babar and The Professor	- Brunhoff, Jean de
The Blue-nosed Witch	- Embry, Margaret
The Boats on The River	- Flack, Marjorie
Walter, The Lazy Mouse	- Flack, Marjorie
The Wonderful Egg	- Ipcar, Dahlov
Curious George Gets A Medal	- Rey, H. A.
Harry The Dirty Dog	- Zion, Gene
Mr. Rabbit and The Lovely Present	- Zolotow, Charlotte
Little Black, A Pony	- Farley, Walter
Little Black Goes To The Circus	- Farley, Walter
Big Honey Hunt	- Berenstain, Stanley
King's Wish	- Elkin, B.
Bike Lesson	- Berenstain, Stanley
Sam and The Firefly	- Eastman
Story of Babar	- Prunhoff
Book of Riddles	- Cerf, Bennett
Bennett Cerf's Book of Laughs	- Cerf, Bennett
More Riddles	- Cerf, Bennett
Meet John F. Kennedy	- White, N. B.
"Why" Stories	- Dolch, E. W.
Once There Was A Dog	- Dolch, E. W.
Dog Pals	- Dolch, E. W.
Friendly Birds	- Dolch, E. W.
Zoo Is	- Dolch, E. W.
Once There Was An Elephant	- Dolch, E. W.
Dog	- Dolch, E. W.
Tom and The Small Ant	- Dolch, E. W.
In The Woods	- Dolch, E. W.

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 6 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:
1. Consonants
a. c followed by e, i, y = s sound (i. m. f.)
2. Consonant Clusters
a. sm (i), bl (i), nd (f), nt (f), st (f)
3. Consonant Digraph
a. ch (i.f.), sh (f), tch (f)
4. Vowels
a. ar (car) u (nut) aw (saw) a (all) o-e (home) o (no) oo (moon) oo (took) o (not)

B. Structural Analysis:
1. Compound words
2. Contractions
a. 're - they're
b. 'll - I'll
3. Graphemic Bases
a. ake, alk, all, an, and, at, ay, ell, en, ike, ire, ing, ang, ung, ink, ish, og, op, ook, ug, un
4. Root words and endings
a. Verbs with s, ed, ing (helps, helped, helping)
b. Plurals with s (books)
c. th ending following a numeral (6th)
d. Double final consonant when adding ed, ing (stopped, stopping)
5. Spelling Patterns
a. CVCe (cake)
b. CVC (cat)
c. CCVC (stop)
6. Syllabication
a. Rule No. 1 - compound words may be divided for decoding
b. Listening for number of syllables in a word (1-4)

II. COMPREHENSION

A. Inferential:
1. Identifying with characters or incidents
2. Interpreting figurative language
3. Making inferences
a. Cause and effect relationships
b. Character traits
c. Comparisons
d. Main ideas
e. Sequence

LEVEL 6 -- LANGUAGE ARTS (cont'd)

f. Supporting details
4. Making judgments
a. Adequacy and validity
b. Worth, desirability, and acceptability
5. Predicting outcomes
6. Reacting to the author's use of language

B. Literal:
1. Classifying
2. Recognizing and recalling
a. Cause and effect relationships
b. Details
c. Sequence
3. Summarizing

III. LANGUAGE

A. Development:
1. Syntactical understanding
2. Word and phrase analysis

B. Expression:
1. Listening
2. Reading beyond the text
3. Speaking
4. Writing

C. Vocabulary:
1. Developing word meanings
a. Antonyms
b. Frequently used words
c. New words
d. Words used in directions for independent exercises
2. Expanding vocabulary
a. Solving word puzzles
b. Using descriptive words for clear expression
c. Using different words to express the same idea
d. Using words in more than one way
3. Recognizing new words

D. Mechanics:
1. Learn to capitalize
a. Names of days of week
b. Beginning word of a sentence
c. Proper names and titles (Mr.)
d. Names of streets
e. Titles of stories
f. The word "I"
2. Learn to punctuate
a. Periods - after statements (telling sentences) - after Mr. and Mrs.

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LEVEL 6 -- LANGUAGE ARTS (cont'd)

-after numbers used for a list
b. Question mark - after an asking sentence
c. Quotation mark - recognize the use in direct address
d. Exclamation point - recognition after a sentence that exclaims
e. Comma - after greeting and closing of a letter
-between day of month and year
f. Apostrophe - in forming contractions
-in forming singular possessives
g. Underline - for titles of books

3. Learn to use words correctly
a. Review Level 5 usage
b. Forms of the verb be; is, are, was, were, has, have had, am
c. Irregular verbs; see-saw, run-ran
d. "Double negatives" can't-never - (avoid)
e. Naming self last

4. Learn to use correct sentence structure
a. Difference between telling and asking sentences
b. Difference between phrases and sentences
c. Writing simple telling and asking sentences

5. Learn to write letters
a. Correct letter form
-date, greeting, body, closing and signature
b. Kinds of letters
-friendly, children write letters to family member or friend
-invitations, children invite parents or another class to a program
-thank you, children write thank you notes to a room mother for a party and to a bus driver for taking them on a field trip
-get well, children write to classmates or teachers who are sick

6. Learn to proofread
a. Reinforce previous symbols
b. Introduce symbols (^, sp, ss)
c. Use other symbols from chart as needed

7. Learn to recognize a paragraph in print
8. Correct heading on paper

IV. STUDY SKILLS

A. Locational:
1. Alphabetical arrangement - initial letter
2. Dictionary - picture and beginning and their function
3. Rapid reading for specific information
4. Suggested references to resource books

LEVEL 6 -- LANGUAGE ARTS (cont'd)

B. Organization:
   1. Assignment of items to a predetermined group or class
      a. recognizing and putting in order days of the week
   2. Determination of a class for a given group of items
   3. Development of a chart
   4. Summarizing of major points and events

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:
   1. Essays
   2. Fables
   3. Folk tales
   4. Myths and legends

B. Graphic Techniques in Literature:
   1. Relating illustration to literature
   2. Relating print to literature

C. Reading of Different Literary Forms:
   1. Play

D. Writer's Craft:
   1. Author's style
   2. Mood
   3. Plot and character development
   4. Setting
   5. Theme

VI. CREATIVITY

A. Before the Reading Experience:
   1. Confrontation with ambiguities and uncertainties
   2. Familiar made strange and the strange made familiar by analogy
   3. Heightened anticipation and expectation
   4. Looking at something from several different points of view
   5. Predictions from limited information
   6. Provocative questions
   7. Taking the next step beyond what is known
   8. Tasks structured only to give clues and direction

B. During the Reading Experience:
   1. Awareness of problems heightened
   2. Continued heightening of anticipation and expectation
   3. Encouragement of creative and constructive--rather than cynical--acceptance of limitations

LEVEL 6 -- LANGUAGE ARTS (cont'd)

4. Exploration of missing elements
5. Juxtaposition of apparently irrelevant elements
6. Ongoing predictions from limited information
7. Surprises heightened and deliberately used
8. Visualization of places and events

C. After the Reading Experience:
1. Ambiguities and uncertainties played with
2. Constructive response encouraged
3. Digging deeper, going beyond the obvious
4. Elaborating what is read
5. Future projection encouraged
6. Improbabilities entertained and multiple hypotheses encouraged
7. Taking the next step beyond what is known
8. Testing and revising predictions
9. Transforming and rearranging information

VII. MATERIALS

A. Ginn 360 required:
1. Seven Is Magic
   a. Pupil text
   b. Teacher's edition of text
   c. Skills Handbook (workbook) pupil and teacher
   d. Self-help activities - pupil and teacher
   e. Ginn Basic Card Set II (Level 5-6)

B. Alternate Reading - approval of Reading Department:
1. Programmed Reading - Sullivan
2. Scott, Foresman Series

C. Supplementary materials* optional - use only appropriate page as related to Level 6 skills:
1. Ginn Word Enrichment Program - Levels 1, 2, 3, 4, 5, 6
2. Modern Curriculum Press - Phonics Workbook Books A, B, C
3. Lyons and Carnahan - The New Phonics We Use Books A, B, C, D, E, F, G
4. Barnell Loft - Specific Skill Series - Books A, B, C, D, E, F
5. Continental, Hayes, Jenn Duplicating Masters
6. SRA Kits - Word Game, Reading Kits (Ia, Ic)
7. Scholastic Individualized Reading Kits
8. EDL Controlled Reader and Language Master
9. Library - filmstrips and tapes
10. Teacher made materials
11. Creativity Ideabooks (Myers & Torrance)
   a. Can You Imagine?
   b. For Those Who Wonder

*Refer to Supplementary Materials Index

LEVEL 6 -- LANGUAGE ARTS (cont'd)

12. Spelling books
    a. Noble and Noble - Spell/Write - Blue
    b. Scott, Foresman - Spelling Our Language Book 2
    c. Houghton, Mifflin - Power To Spell - Book 2
    d. McGraw-Hill - Basic Goals In Spelling - Book 2
    e. Economy Company - Continuous Progress Spelling Kit
13. Language books
    a. Harcourt, Brace and World - Roberts English Series - Book 2
    b. Scott, Foresman - Language and How To Use It - Book 2
    c. Laidlaw - Experiences In Language - Book 2
    d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 2
14. Handwriting
    a. Scott, Foresman - Writing Our Language - Book 2
15. Enrichment materials
    a. Games
    b. Charles E. Merrill - Phonics Skill Text - tapes and workbooks
    c. Dictionaries: Winston - Pixie Dictionary -World Publication - Rainbow Dictionary
16. Reader's Digest Skillbooks

VIII. EVALUATION

A. Required:
    1. Ginn Achievement Test - Level 6
    2. Language Arts Test - Level 6
    3. Teacher made tests

B. Optional:
    1. Informal Reading Inventory - back of teachers' edition
    2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills - tapes)
    3. Ginn Initial Screening Test
    4. Gates-MacGinitie Reading Test - standardized
    5. Metropolitan Achievement Tests

LEVEL 6 -- EVALUATION

Name_____ Date_____

A. List the days of the week in order:

Sunday, Wednesday, Friday, Tuesday, Monday, Thursday, Saturday.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____

B. Put these words in A - B - C order:

became, forget, alone, hand, cap

1. _____ 4. _____
2. _____ 5. _____
3. _____

C. Make the contractions for these words:

1. can not _____ 6. had not _____
2. do not _____ 7. I am _____
3. is not _____ 8. it is _____
4. are not _____ 9. he is _____
5. did not _____ 10. she is _____

D. Put in the correct word:

1. Here are Mr. _____ glasses.
   Pine Pines Pine's
2. _____ is looking for Mr. Big.
   Bill's Bill Bills
3. This is the _____ green car.
   man man's mans

E. Match the words to make compound words:

some	be
police	bread
may	man
ginger	times

LEVEL 6 -- EVALUATION
LANGUAGE ARTS

F. Use correct capitalization:

1. i like mrs. black.
2. tom read the story, grandfather and i listened.
3. i live on brook street.
4. mrs. green shops on monday.

G. Use correct punctuation:

1. Mr and Mrs Brown are at home
2. Do you have a pencil
3. My birthday is on May 7 1972
4. My favorite book is The Fish That Got Away

H. Put the correct word in the sentence:

1. There _____ four books here.
   is are
2. She _____ here yesterday.
   was were
3. We _____ two dogs.
   has have
4. Jim _____ the lost dog.
   see saw
5. _____ like to swim.
   He and I I and He
6. _____ went to the park.
   I and Sally Sally and I
7. I can't _____ get my work done.
   ever never
8. I haven't _____ crayons.
   any no

I. Write two telling sentences:

1. _____

_____

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LEVEL 6 -- EVALUATION
LANGUAGE ARTS

2. _____

_____

J. Write two asking sentences:

1. _____

_____

2. _____

_____

K. Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LEVEL 6 -- EVALUATION

Teacher copy

A. Days of week:

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

B. A - B - C order:

1. alone
2. became
3. cap
4. forget
5. hand

C. Contractions:

1. can't
2. don't
3. isn't
4. aren't
5. didn't
6. hadn't
7. I'm
8. it's
9. he's
10. she's

D. Correct word:

1. Pine's
2. Bill
3. man's

E. Compound words:

1. sometimes
2. policeman
3. maybe
4. gingerbread

F. Capitalization:

1. I like Mrs. Black.
2. Tom read the story, Grandfather and I listened.
3. I live on Brook Street.
4. Mrs. Green shops on Monday.

G. Punctuation:

1. Mr. and Mrs. Brown are at home.
2. Do you have a pencil?
3. My birthday is on May 7, 1972.
4. My favorite book is The Fish That Got Away.

LEVEL 6 -- EVALUATION
(cont'd)

Teacher copy

H. Correct usage:

1. are
2. was
3. have
4. saw
5. He and I
6. Sally and I
7. ever
8. any

I. Write two telling sentences.

J. Write two asking sentences.

K. Spelling - dictate ten words using the following vowel patterns:

1. CVCe - bite, cake, Pete
2. CVC - hill, hen, hat, hot, nut
3. CCVC - stop, blot, chip, smell

SUGGESTED SPELLING LIST

LEVEL 6

about
above
again
ago
air
alone
along
*an
Andy
another
answer
apartment
applesauce
aren't
*around
as
asleep
bad
barn
Barry
basket
beautiful
became
been
*before
bird
birthday
*black
blackbird
blast
blaze
blew
*blue
boats
brothers
bulldozer
bus
*by
canyon
cap
carry
catch
children
chops
coats
coming
cool
*could
couldn't
cream
cut
Dan
day
daylight
desert
dig
dirt
*does
Don
Donna
dream
each
eagle
elves
ever
*every
everyone
everywhere
face
fair
*far
farmer
faster
fell
fence
fifth
fire
*first
fish
flakes
*fly
forget
forgot
*four
fourth
freckles
friends
game
garden
*gave
getting
gone
Grandfather
Grandmother
gray
*had
hadn't
hamster
hand
happy
harbor
*has
hat
having
held
helpers
*her
*him
*his
horses
*hot
*how
I'll
inside
*keep
King
land
laughed
lay
leather
leave
left
letter
*light
lights
*long
longer
lumber
magic
mail
*many
maybe
milk
moon
more
morning
mountain
Mrs.
*must
needed
newspaper
next
noise
o'clock

*Dolch

Additional decodable words Level 6 T.G. p. 350

SUGGESTED SPELLING LIST

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LEVEL 6

*off
*once
*one
*or
other
*our
outside
over
owl
pairs
pan
paper
parachute
part
past
Pat
penguin
picture
place
plan
*please
pond
pork
postcard
pretty
pushed
radio
*read
ready
remember
*right
road
roadbed
rocket
rocks
roll
rolled
rollers
roof
rooster
*round
sang
Saturday
sawmill
scarecrow
school
second
seen
seesaw
*seven
shaving
sheep
sheet
shoemaker
shoes
shop
shorty
shovels
side
sights
signs
sits
sitting
sky
sleepy
*small
smile
smoke
snowballs
*so
soft
softly
someday
sometimes
*soon
splashed
splashing
spring
stakes
station
stay
steps
stoplight
stopped
strange
summer
sun
Sunday
swan
tags
talked
tall
tar
telephone
than
*their
think
thought
*three
tired
*today
tonight
took
top
trick
trucks
T.V.
*two
unhappy
*us
*warm
*wash
watched
water
waved
weather
weatherman
*well
wet
whatever
*which
*white
wife
wild
wind
wings
winter
wise
*wish
woke
wolf
won't
woods
workers
workman
would
*your
you're

*Dolch

Additional decodable words Level 6 T.G. p. 350

SUGGESTED LITERATURE
Reading - Level 6

Ginn 360 Level 6 Unit 1

Visit to the Hospital	- Chase, Francine
Hospital Helpers	- Chase, Francine
The Birthday Party	- Krauss, Ruth
Golden Hamsters	- Zim, Herbert
The First Book of Supermarkets	- Bendick Jeanne
Hello Henry	- Vogel, Illse-Marg.

Ginn 360 Level 6 Unit II

Our Friend the Forest	- Lauber, Patricia
The Little House	- Burton, Virginia
The Skyscraper	- Liang, Yen
Linda's Air-Mail Letter	- Bell, Norman
Balloons: From Paperbags to Skyhooks	- Burchard, Peter
George Washington and the First Balloon Flight	- Lindpop, Edmond
At The Airport	- Colonius, Lillian
A Walk in the City	- Dawson, Rose
A Big City	- Grossbart, Francine
All Around The Town	- McGinley, Phyllis
Saturday Walk	- Wright, Ethel

Ginn 360 Level 6 Unit III

Snowy Day	- Keats, Ezra
A Friend is Someone Who Likes You	- Anglund, Joan
Let's Be Enemies	- Udry, Janice
On A Summer Day	- Lenski, Lois
Sun Up	- Tresselt, Alvin

Ginn 360 Level 6 Unit IV

Noise in the Night	- Alexander, Anne
Time For Poetry	- Arbuthnot, May
Night's Nice	- Emberley, Barbara
The Peterkin Papers	- Hale, Lucretia
The Little Old Woman Who Used Her Head	- Newell, Hope
V Is For Verse	- Ousley, Odille
Who Took The Farmer's Hat?	- Nodset, Joan
Who Lives in This House	- Blough, Glenn
One Is Good, But Two Are Better	- Slobodkin

Ginn 360 Level 6 Unit V

Follow The Road	- Tresselt, Alvin
A Book of Moon Rockets For You	- Brnaley, Franklyn

SUGGESTED LITERATURE
Reading - Level 6

A Book of Planets For You	- Branley, Franklyn
Outer Space: A Book to Begin On	- Holsaert, Eunice
When I Go To The Moon	- Lewis, Claudia
Space Alphabet	- Zacks, Irene

Ginn 360 Level 6 Unit VI

Brownies-Hush	- Adshead, Gladys
Story and Verse For Children	- Huber, Miriam
English Fairy Tales	- Jacobs, Joseph
Aesop's Fables	- James, Thomas
Anthology of Children's Literature	- Johnson, Edna
Sam, Bangs and Moonshine	- Rojankovsky, F.
The Long-Tailed Bear and Other Indian Legends	- Belting, Natalia
Coyote Tales	- Thompson, Hildegard

Level 6 Other Suggested Reading

Meet George Washington
Meet Abraham Lincoln
Animals Do The Strangest Things
Good Tiger
Once There Was A Bear
Bennett Cerf's Book of Animal Riddles
Old Rosie
More Dog Stories
Folk Stories
Train to Spain
Irish Stories
Found, One Orange Brown Horse
Who's Who In The Mirror
King, Mice and Cheese
Big, Bigger, Biggest
Beef Stew
A Big Ball of String
Amy's Doll
Barto Takes the Subway
Katie and the Sad Noise
Ten In A Family
Navaho Stories
Runaway Flea Circus
A Pig For Tom
Cathy's First School
Pueblo Stories
Fox In Socks
Thomas Alva Edison
Florence Nightingale
Far East Stories
Amiable Giant
Bears On Hemlock Mountain
Crow Boy
Five Chinese Brothers
Cat in The Hat Dictionary
Magic Paintbrush
Charlotte's Web
Upside Down Day

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 7 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:
1. Consonants
a. g followed by e, i = j sound
2. Consonant Clusters
a. br, cr, dr, cl, gl, fl, sl, sn, sk, (i,f.)
3. Consonant Digraphs
a. kn (i), mb (f)
4. Vowels
a. ar (dollar), ear (learn), er (her), ir (bird), or (for), ur (fur), ar (car), ā (āpron), ai (pail), oa (boat), ou (out), ow (cow), ow (snow), y (baby)

B. Structural Analysis:
1. Compound words with self
2. Graphemic Bases
a. ail, ank, ound, unk
3. Root words and endings
a. Final e replaced by first letter of suffix ing
b. Plurals with es: (x, sh, ch, tch)
c. Suffix er as agentive (teacher)
d. Suffix er in comparatives
e. Suffix er with final consonant letter of root word doubled
f. Suffix est in comparatives
g. Suffix ing in words of the CVCe or CCVCe spelling patterns (taking, shaking)
h. Suffixes: ly, y
i. Understanding term suffix
4. Spelling Patterns
a. CCVCC (brick)
b. CCVCe (shake)
c. CVCC (bell)
d. VC (it)
5. Syllabication
a. ed adds another syllable when it is added to words ending in d or t
b. es as a separate syllable with nouns and verbs
c. ing adds another syllable when added to a word
d. Listening for the number of syllables in words (1-4)
e. Listening for syllables in words ending in ly, y, es, ing
f. Understanding term syllable

LEVEL 7 -- LANGUAGE ARTS (cont'd)

II. COMPREHENSION

A. Inferential:
1. Distinguishing between realistic and unrealistic solutions to problems
2. Identifying with artists' and/or authors' points of view
3. Identifying with characters or incidents
4. Making inferences
   a. Additional information
   b. Author's purpose
   c. Cause-and-effect relationships
   d. Character traits
   e. Family relationships
   f. From experiences
   g. From pictures
   h. From titles
   i. Lesson learned
   j. Main ideas
   k. Of humor
   l. Sequence
   m. Steps in problem solving
   n. Supporting details
5. Making judgments
   a. Conclusions from facts
   b. Fact or opinion
   c. Solutions to problems
   d. Worth, desirability, acceptability, adequacy, validity
6. Predicting outcomes
7. Reacting to the author's use of language and to artist's work
8. Reacting to story events
9. Relating to personal experience
10. Understanding imagery

B. Literal:
1. Classifying (time element)
2. Discriminating between fact and fiction
3. Interpreting schedules and charts
4. Recognizing and recalling
   a. Cause-and-effect relationships
   b. Character traits
   c. Details
   d. Main ideas
   e. Sequence of events
5. Substantiating main ideas with details

III. LANGUAGE

A. Development:
1. Syntactical understanding
2. Word and phrase analysis

LEVEL 7 -- LANGUAGE ARTS (cont'd)

B. Expression:
   1. Listening
   2. Reading
   3. Speaking
   4. Writing

C. Vocabulary:
   1. Developing word meanings
      a. Antonyms
      b. New words
      c. Synonymous expressions
      d. Words with multiple meanings
   2. Expanding vocabulary
      a. Colloquial expressions
      b. Finding words which express the same ideas
      c. New words by adding suffixes
      d. Recognizing word clues
      e. Using analogies
      f. Using descriptive words for clearer expression
      g. Using different words to express the same idea
      h. Using words in more than one way
      i. Word imagery
      j. Word relationships
   3. Recognizing new words
      a. Word recognition

D. Mechanics:
   1. Learn to capitalize
      a. Months of the year
      b. Beginning word of a sentence
      c. Titles - Miss, Mrs., Mr.
      d. Names of streets and cities
      e. Titles of stories and books
   2. Learn to punctuate
      a. Periods - after statements (telling sentences)
         -after Mr. and Mrs.
         -after numbers for a list ex: 1., 2.
      b. Question Mark - after an asking sentence
      c. Quotation Mark - recognize the use in direct address
      d. Exclamation Mark - recognition after a sentence that exclaims
      e. Comma - after the greeting and closing of a letter
         -between day of month and year
      f. Apostrophe - informing contractions
         -informing singular possessives
      g. Colon - in writing time (4:15)
      h. Hyphen - in numbers (twenty-one)
      i. Underline - titles of books, newspapers

LEVEL 7 -- LANGUAGE ARTS (cont'd)

3. Learn to use words correctly
   a. Review Level 5 and 6, usage
   b. Forms of the verb be: is, are, was, were, has, have, had, am
   c. Irregular verbs: see-saw, run-ran,
   d. "Double negatives" can't-never - (avoid)
   e. Naming self last "Sally and I"
4. Learn to use correct sentence structure
   a. Review difference between asking and telling sentence
   b. Difference between phrases and sentences
   c. Review the writing of asking and telling sentences
5. Learn to write a letter
   a. Correct letter form:
      date, greeting, body, closing, signature
   b. Kinds of letters:
      friendly - children write letters to family member or friend
      invitations - children invite parents or another class to a program
      thank you - children write thank you notes to a room mother for a party and to a bus driver for taking them on a field trip
      get well - children write to classmates or teachers who are sick
6. Learn to proofread
   a. Reinforce previous symbols taught at Level 6
   b. Introduce - error in Heading - H
      -error in Punctuation - P
7. Headings on paper
   a. First name and last name on left-hand side of paper
      -date on right hand side of paper
      -heading of paper center of the next line

IV. STUDY SKILLS

A. Locating information:
   1. Finding key words
   2. Using a dictionary
   3. Using encyclopedias
   4. Using a map to locate places
   5. Using a variety of references

B. Organizing information:
   1. Alphabetizing - 2nd letter
   2. Classifying
   3. Developing a chart
   4. Interpreting a chart
   5. Recognizing and putting in order months of the year

LEVEL 7 -- LANGUAGE ARTS (cont'd)

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C. Using Visual and Representational Materials:
   1. Interpreting a time line
   2. Making a time line
   3. Obtaining information from illustrations and slides
   4. Using a map

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:
   1. Essays
   2. Fables
   3. Folk tales
   4. Legends
   5. Modern fanciful tales
   6. Modern realistic tales

B. Graphic Techniques in Literature:
   1. Relating illustration to the text
   2. Relating print to story content

C. Reading of Various Literary Forms:
   1. Play
   2. Poetry
   3. Prose

D. Writer's Craft:
   1. Author's purpose
   2. Author's style
   3. Author's use of language
   4. Mood
   5. Plot and character development
   6. Setting

VI. CREATIVITY

A. Before the Reading Experience:
   1. Confrontation with ambiguities and uncertainties
   2. Familiar made strange and strange made familiar by analogy
   3. Heightened anticipation and expectation
   4. Looking at something from several different points of view
   5. Predicting from limited information
   6. Provocative questions
   7. Taking the next step beyond what is known

B. During the Reading Experience:
   1. Awareness of problems heightened
   2. Continued heightening of anticipation and expectation
   3. Encouragement of creative and constructive- rather than cynical-acceptance of limitations

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LEVEL 7 -- LANGUAGE ARTS (cont'd)

4. Exploration of missing elements
5. Ongoing predictions from limited information
6. Provocative questions
7. Surprises heightened and deliberately used
8. Visualization of places and events

C. After the Reading Experience:
1. Ambiguities and uncertainties played with
2. Constructive response encouraged (other ways, better ways)
3. Digging deeper, going beyond the obvious
4. Elaborating what is read
5. Improbabilities entertained and multiple hypotheses encouraged
6. Predicting from limited information
7. Predicting outcomes
8. Search for elegant solutions
9. Taking the next step beyond what is known
10. Testing and revising predictions
11. Transforming and rearranging information
12. Visualization of places and events

VII. MATERIALS

A. Required - Ginn 360:
1. The Dog Next Door
   a. Pupil text
   b. Teacher's edition of text
   c. Skills Handbook (workbook) pupil and teacher
   d. Self Help Activities - pupil and teacher

B. Alternate Reading - approval of Reading Department:
1. Programmed Reading
2. Scott, Foresman

C. Supplementary Materials* optional - use only appropriate pages as related to Level 7 skills:
1. Ginn Word Enrichment Program - Levels 1-7
2. Modern Curriculum Press - Phonics Workbook- Books A, B, C.
3. Lyons & Carnahan - The New Phonics We Use - Books A, B, C, D, E, F, G.
4. Barnell Loft - Specific Skill Series - Books A, B, C, D, E, F.
5. Continental, Hayes, Jenn - Duplicating Masters
6. SRA Kits - Word Game, Reading Kits - 1a, 1c
7. Scholastic Individualized Reading Kits
8. EDL - Controlled Reading Kits
9. Library filmstrips and tapes
10. Teacher made materials
11. Creativity Idea Books (Myers & Torrance)
   a. Can You Imagine? and For Those Who Wonder

*Refer to Supplementary Materials Index.

LEVEL 7 -- LANGUAGE ARTS (cont'd)

C. Supplementary Materials (cont'd):
   12. Spelling Books
      a. Noble & Noble - Spell/Write - Blue
      b. Scott, Foresman - Spelling Our Language - Book 2
      c. Houghton Mifflin - Power To Spell - Grade 2
      d. McGraw Hill - Basic Goals in Spelling - Grade 2
      e. Economy Company - Continuous Progress Spelling Kit - Primary
   13. Language Books
      a. Harcourt, Brace & World - Roberts English Series - Book 2
      b. Scott, Foresman - Language and How To Use It - Book 2
      c. Laidlaw - Experiences In Language - Book 2
      d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 2
   14. Handwriting
      a. Scott, Foresman - Writing Our Language Book 2
   15. Enrichment Materials
      a. Crossword Puzzles - Dr. Herr - Book 1
      b. Games
      c. Merrill - Phonics Skill Text - tapes and workbooks - Level B
      d. Dictionary
         -Pixie Dictionary - Winston
         -Rainbow Dictionary - World Publishing
   16. Reader's Digest Skillbooks

VIII. EVALUATION

A. Required:
   1. Ginn Achievement Test - Level 7
   2. Language Arts Test - Level 7
   3. Teacher made tests

B. Optional:
   1. Informal Reading Inventory - back of teacher's edition
   2. Fountain Valley Teachers' Support System in Reading (Pre-test, Post-test evaluation of skills - tapes)
   3. Ginn Initial Screening Test
   4. Gates-MacGinitie Reading Test - standardized
   5. Metropolitan Achievement Test

LEVEL 7 -- EVALUATION

Name _____ Date _____

A. List the months of the year in order:

December, January, March, June, August, October, September, February, May, April, November, July

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

B. Put these words in alphabetical order:

green, goat, game, glad, get

1. _____ 4. _____
2. _____ 5. _____
3. _____

C. Put these words under the right heading:

cave, pie, pear, pig, nest, tent, raccoon, beans, bear

FOOD	ANIMALS	HOMES
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____

D. Use correct capitalization:

1. miss white lives in avon.
2. mr. evans is coming in june.
3. i read the story, the bear says north.
4. mrs. rose is my teacher.
5. my favorite month is august.

LEVEL 7 -- EVALUATION
(cont'd)

Name_____ Date_____

E. Use correct punctuation:

1. Where do you live
2. Mr and Mrs Brand are coming for a visit
3. Dicks dog is brown and white
4. We get out of school at 310
5. John is twenty one years old
6. We saw fireworks on July 4 1972
7. Do you like to read
8. I read the book Horton Hatches the Egg

F. Put the correct word in the sentence:

1. He _____ a cut on his finger.
   have had
2. I _____ at school.
   is am
3. She won't _____ tell.
   never ever
4. _____ went fishing.
   Bill and I I and Bill
5. Mrs. Smith _____ her washing.
   did do
6. My father _____ around the block.
   run ran

G. Write 1 telling sentence:

1. _____

_____

H. Write 1 asking sentence:

1. _____

_____

LEVEL 7 -- EVALUATION
(cont'd)

Name_____ Date_____

I. Write Yes if it is a sentence and No if it is not a sentence.

1. _____ a little puppy
2. _____ He picked up the puppy
3. _____ Lucy took a walk
4. _____ Saturday
5. _____ next door

J. Write the opposite of each word in the blank space:

in, front, night, give, sad, go, open, bad, wake, little

1. stop _____
2. take _____
3. morning _____
4. sleep _____
5. back _____
6. big _____
7. good _____
8. happy _____

K. Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

LEVEL 7 -- EVALUATION
(cont'd)

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Name_____ Date_____

L. Write a letter:

_____

_____,

_____

_____

_____

_____

_____

_____

_____

_____,

_____

LEVEL 7 -- EVALUATION

Teacher's copy

A. Months of the year:

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

B. A - B - C order:

1. game
2. get
3. glad
4. goat
5. green

C. Classification:

1. Food: pie, beans, pear
2. Animals: raccoon, bear, pig
3. Homes: cave, tent, next

D. Capitalization:

1. Miss White lives in Avon.
2. Mr. Evans is coming in June.
3. I read the story, The Bear Says North.
4. Mrs. Rose is my teacher.
5. My favorite month is August.

E. Punctuation:

1. Where do you live ?
2. Mr. and Mrs. Brand are coming for a visit .
3. Dick's dog is brown and white .
4. We get out of school at 3:10 .
5. John is twenty-one years old .
6. We saw fireworks on July 4, 1972 .
7. Do you like to read ?
8. I read the book, Horton Hatches The Egg .

F. Usage - put the correct word in the sentence:

1. had
2. am
3. ever
4. Bill and I
5. did
6. ran

G. One telling sentence

H. One asking sentence

LEVEL 7 -- EVALUATION
(cont'd)

Teacher's copy

I. Differentiating sentences and phrases

1. no
2. yes
3. yes
4. no
5. no

J. Antonyms:

1. go
2. give
3. night
4. wake
5. front
6. little
7. bad
8. sad

K. Spelling - dictate eight words using the following vowel patterns:

1. CCVCC -- brick, crack
2. CCVCe -- shake, white
3. CVCC -- bell, call
4. VC -- it, at, of

L. Letter writing -- using correct form:

_____

_____,

_____

_____

_____

_____

_____

_____,

_____

SUGGESTED SPELLING LIST

LEVEL 7

aboard
above
acorns
across
act
afraid
* after
* again
against
ago
ah
ahead
almost
alone
* always
Amy
Andy
angry
* any
anyone
anything
apple
Appleseed
arm
armloads
arrows
ashore
* ate
attention
attract
bandit
bang
barber
barked
baseball
bear
beavers
* because
bedroom
bedtime
beef
* been
beetle
bell
belonged
below
beside
* best
* better
bicycle
bit
bite
blade
blame
block
bloomed
blossoms
blow
Bob
bobcat
bone
boomed
borrow
bow
brakes
branch
brave
bread
breakfast
bring
broke
brook
*brown
brownstone
brush
bugs
built
bulbs
bun
burn
* by
canyon
caravan
care
cave
chair
chase
chasing
cheep
cheer
chew
chickens
chin
chipmunks
chips
chirping
chose
chugging
cider
climbed
cloud
clover
coffee
corn
counter
course
cow
coyote
crab
crash
crawled
creeping
crossed
cup
curled
danger
dark
date
deck
deep
deer
department
dinner
dinnertime
dishes
dive
dock
* does
doesn't
doghouse
dogwood
dome
door
doorstep
doughnuts
downstairs
drifting
dripped
drive
drop
dropped
drove
dug
ears
East
easy
end

*Dolch
Additional decodable words - Level 7 T.G. p. 446

SUGGESTED SPELLING LIST

LEVEL 7 (cont'd)

enemies
enough
even
everything
exactly
* fall
family
farm
fat
feat
fed
feed
feeling
feet
field
fill
fine
fireplaces
fit
flame
flat
fleet
flies
fling
flipping
floats
floor
flopped
fog
forest
forget
fort
forth
* found
Fred
frisked
frogs
front
fun
fur
garden
gate
glad
golden
gone
good-by
gorge
grabbed
grand
grassland
graze
grew
ground
* growing
grunted
gum
hadn't
hair
handbag
hands
hanging
harder
haven't
hay
head
headlight
heap
hear
heard
heels
herd
hid
high
higher
highest
himself
hits
hitting
hogs
holding
holes
hood
hoped
hoping
hopped
hose
hound
houseboat
hummed
hungry
hunter
hunting
hurried
hurry
I'd
* if
indeed
inn
isn't
jam
jingles
job
jokes
junk
key
keyhole
* kind
kiss
kitchen
knew
knife
ladder
lake
lap
later
laws
leaf
learn
led
left
legs
licked
lies
line
listened
litter
lizards
lonesome
longer
lookout
loose
loses
lot
low
luck
lunch
lunchtime
marks
mask
meet
mice
middle
mile
miles
mill
mind
mine

*Dolch
Additional decodable words - Level 7 T.G. p. 446

SUGGESTED SPELLING LIST

LEVEL 7 (cont'd)

Mom
moonlight
most
mouth
move
moving
* much
mud
mules
mustn't
* myself
narrow
near
nearby
neck
neighborhood
nest
* never
nice
nod
nodded
north
nose
note
nothing
oak
officer
often
* once
only
opened
* our
* own
pack
pail
paint
pants
parade
parading
passed
path
patted
paw
peg
picked
pigeons
pile
pink
plant
* please
pole
poor
pop
popcorn
popped
pots
prints
proud
proudly
prowls
puffed
puppy
putting
quail
quietly
raced
rain
raincoat
raindrop
raked
rang
rapped
rat
rattle
reach
really
rent
rest
rim
ring
rise
river
roared
rode
roof
rooftops
room
rope
running
rushing
sack
sad
safe
same
sat
schoolyard
sea
secret
seeds
seemed
sent
set
shade
shake
* shall
shine
shoot
shopping
should
shut
sidewalk
sill
sister
sitting
skate
slice
slid
smells
snake
sniffed
sniffing
sold
someone
somewhere
sorry
sound
soup
south
springtime
squeaked
squirrels
stag
stairs
standing
star
started
station
sticks
stomach
stopped
stormed
story
stove
such
summertime
sunlight
sunrise
sunset
summer
swished

*Dolch
Additional decodable words - Level 7 T.G. p. 446

SUGGESTED SPELLING LIST

LEVEL 7 (cont'd)

tail
tame
tap
teach
team
teapot
tears
teeth
* tell
* these
they'll
* those
threw
through
till
tin
tiny
* together
told
tomorrow
tooth
torn
tossing
trade
trail
treasure
treetops
trim
trio
trotted
tugged
tulips
twin
* two
umbrella
uncle
until
* upon
valley
van
vegetables
* very
village
voice
wagged
wake
washed
week
we're
weren't
west
whack
wheels
whenever
while
whizzed
wide
wind (verb)
wind (noun)
winding
window
wink
wonder
won't
woof
wore
world
worried
wouldn't
yard
years
young
yourself

*Dolch

Additional decodable words - Level 7 T.G. p. 446

SUGGESTED LITERATURE
Reading - Level 7

Ginn 360 Level 7 Unit I

A Friend Is Someone Who Likes You	- Anglund, Joan
Torkel's Winter Friend	- Baker, Laura
Sociable Toby	- Clymer, Eleanor
Up A Tree	- Lubell, Winifred
My Friend Mac	- McNeer, May
Moving Day	- Marino, Dorothy
Go Away, Dog	- Nodset, Joan
Did You Carry the Flag Today, Charley?	- Caudill, Rebecca
The Witch Family	- Estes, Eleanor
Ching-Ting and the Ducks	- Fribourg, Marjorie
Little Don Pedro	- Graham, Helen H.
Harold and the Purple Crayon	- Johnson, Crockett
Hailstones and Halibut Bones	- O'Neill, Mary
A Rose, A Bridge, and A Wild Black Horse	- Zolotow, Charlotte
My Red Umbrella	- Bright, Robert
Where Is Everybody?	- Charlip, Remy
The Snowy Day	- Keats, Ezra
Little Duck Who Loved the Rain	- Mabie, Peter
About the Land, the Rain and Us	- Shannon, Terry
Rain Drop Splash	- Tresselt, Alvin
Umbrella	- Yashima, Taro
Quarreling Book	- Zolotow, Charlotte
When the Wind Stops	- Zolotow, Charlotte
Jo-Jo The Talking Crow	- Bannon, Laura
Who's A Pest?	- Bonsall, Crosby
Pocketful of Crickets	- Caudill, Rebecca
Otto in Africa	- du Bois, William
Veronica's Smile	- Duvoisin, Roger
Go, Dog, Go!	- Eastman, Philip
Mop Top	- Freeman, Don
My Dog and I	- Lord, Nancy
Patrick Michael Kevin	- Peckinpah, Betty
Harry and the Lady Next Door	- Zion, Gene

Ginn 360 Level 7 Unit II

Acorn Tree	- Angelo, Valenti
Paddington at Large	- Bond, Michael
Bears on Hemlock Mountain	- Dalgliesh, Alice
Little Bear's Sunday Breakfast	- Janice, ?
Mr. Koala Bear	- MacIntyre, Elizabeth
Little Bear	- Minarik, Else
Father Bear Comes Home	- Minarik, Else
Little Bear's Visit	- Minarik, Else
The Seven Remarkable Bears	- McLeod, Emilie
The Biggest Bear	- Ward, Lynd
All Falling Down	- Zion, Gene
How Many Bears?	- Zirbes, Laura
ABC Book	- Falls, C. B.
Mother Meadowlark & Brother Snake	- Firethunder, B.

SUGGESTED LITERATURE
Reading - Level 7

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Who Is It?	- Gay, Zhenya
Slim Green	- Harris, Louise
Robins and Rabbits	- Hawkinson, John
Whitefoot Mouse	- Peterson, Barbara
How The Animals Eat	- Selsam, Millicent
Nature Detective	- Selsam, Millicent
Where the Wild Things Are	- Sendak, Maurice
Crooked Colt	- Anderson, Clarence
Dash and Dart	- Buff, Mary
Mrs. Mallard's Ducklings	- Delafield, Celia
Crow I Know	- Dennis, Wesley
Thunder Wings	- Earle, Olive
Fawn in the Woods	- Eberle, Irmengarde
Pony for the Winter	- Kay, Helen
Jonathan's Sparrow	- Mandell, Muriel
Deer in the Snow	- Schlein, Miriam
The Diggers	- Brown, Margaret
Here Come the Beavers	- Goudey, Alice
Stanley	- Hoff, Syd
My Own Little House	- Kaune, Merriman
Mousekin's Golden House	- Miller, Edna
Beaver Business	- Rounds, Glen
Under the Trees and Through the Grass	- Tresselt, Alvin
Beavers	- Wood, Dorothy
Do You Hear What I Hear?	- Barten, Helen
Peep-Lo	- Castle, Jane
Another Day	- Ets, Marie
Tigers in the Cellar	- Fenner, Carol
Feather Mountain	- Olds, Elizabeth
Suprise in the Forest	- Schick, Eleanor
Tony's Birds	- Selsam, Millicent
Birds	- Wasson, Isabel

Ginn 360 Level 7 Unit III

There's Nothing to Do, So Let Me Be You	- Berg, Jean
Case of the Hungry Stranger	- Bonsall, Crosby
A Hero by Mistake	- Brennen, Anita
Taro and the Sea Turtles	- Dobrin, Arnold
London Bridge is Falling Down	- Emberley, Ed
Parade Book	- Emberley, Ed
Punch and Judy	- Emberley, Ed
Drummer Hoff	- Emberley, Ed
One Wide River to Cross	- Emberley, Ed
Who Goes There?	- Emberley, Ed
Mister Penny	- Ets, Marie
Wish on the Moon	- Hader, Berta
Great Picture Robbery	- Harris, Leon
Robert, the Rose Horse	- Heilbroner, Joan
Follow the Brook	- Lathrop, Dorothy
The Story of Porky Peek	- Maitland, Elizabeth

SUGGESTED LITERATURE
Reading - Level 7

Thief in the Attic	- Wiese, Kurt
The Poppy Seeds	- Bulla, Clyde
Sugar Pear Tree	- Bulla, Clyde
Our Country's Story	- Cavanah, Frances
Courage of Sarah Noble	- Dalgliesh, Alice
Word Pictures of Great Negroes	- Derricotte, Elise
Veronica	- Duvoisin, Roger
And Long Remember	- Fisher, Dorothy
Mr. Apple's Family	- McDevitt, Jean
Johnny Appleseed	- Norman, Gertrude
Tim All Alone	- Ardizzone, Edward
Just Me	- Ets, Marie
Who's in Charge of Lincoln?	- Fife, Dale
Springtime for Jeanne-Marie	- Francoise
Swimmy	- Lionni, Leo
Giggletty Pigglety Pop	- Sendak, Maurice
Cat That Joined the Club	- Thayer, Jane
The No-Bark Dog	- Williamson, Stan
No Roses for Harry	- Zion, Gene
The White Marble	- Zolotow, Charlotte
Vulcan	- Bates, Norman
Maybelle, The Olde Car	- Burton, Virginia
Mr. Piper's Bus	- Clymer, Eleanor
This Is A Town	- Curren, Polly
Hercules	- Gramatky, Hardie
Loopy	- Gramatky, Hardie
Here Comes the Bus!	- Haywood, Carolyn
Big City Transportation	- Urell, Catherine

Ginne 360 Level 7 Unit IV

In the Forest	- Ets, Marie
Pets Around the World	- Jackson, Kathryn
The King's Procession	- McCrea, James
The Rice Bowl Pet	- Martin, Patricia
Tag-Along Tooloo	- Sayers, Frances
Almost Big Enough	- Tamburine, Jean
The Paper-Flower Tree	- Ayer, Jacqueline
It's Mine!	- Bonsall, Crosby
Nobody Plays with a Cabbage	- DeJong, Meindert
Andrew the Lion Farmer	- Hall, Donald
Something for the Medicine Man	- Hood, Flora M.
Tico and the Golden Wings	- Lionni, Leo
Josefina February	- Nes, Evaline
What Mary Jo Shaved	- Udry, Janice
Our Country's Flag	- Georgiady, Nicholas
George Washington: Father of Freedom	- Graff, Stewart
George Washington	- Judson, Clara
The Red Balloon	- Lamorise, Albert
Come to the City	- Paull, Grace
The Silver Mace	- Petersham, Maud & Miska
The Listening Walk	- Showers, Paul

SUGGESTED LITERATURE
Reading Level 7

Unit IV (cont'd)

George Washington	- Thompson, Vivian
The Story of the U. S. Capitol	- We, The People
Happiest Day	- Clewes, Dorothy
Will I Have a Friend?	- Cohen, M.
Andy Says Beonour	- Diska, Pat
Our Veronica Goes to Petunia's Farm	- Duvoisin, Roger
Who Will Be My Friend?	- Hoff, Syd
New Boy in School	- Justus, May
Four-Leaf Clover	- Lipkind, William
The Valentine Box	- Lovelace, Maud
Little Giant Girl and the Elf Boy	- Minarik, Else
The Secret Three	- Myrick, Mildred
Fun for Chris	- Randall, Blossom
A Wish for Little Sister	- Ayer, Jacqueline
A Baby Sister for Frances	- Hoban, Russell
Baby Elephant Goes to China	- Joslin, Sesyle
Lucy McLockett	- McGinley, Phyllis
Chie & the Sports Day	- Matsuno, Masako
Barnaby & the Horses	- Pender, Lydia
Yasu & the Strangers	- Slobodkin, Louis
The Mitten	- Tresselt, Alvin
Big Brother	- Zolotow, Charlotte
Big Sister & Little Sister	- Zolotow, Charlotte
Do You Know What I'll Do?	- Zolotow, Charlotte

Ginn 360 Level 7 Unit V

The Clean Brook	- Bartlett, Margaret
Where the Broad Brook Begins	- Bartlett, Margaret
One Wide River to Cross	- Emberley, Ed
The Boats on the River	- Flack, Marjorie
The Story About Ping	- Flack, Marjorie
Jonathan Plays with the Wind	- Gallant, Kathryn
Little Toot on the Thames	- Gramatky, Hardie
Augustus and the River	- Henderson, LeGrand
The Storm Book	- Zolotow, Charlotte
Little Runner of the Longhouse	- Baker, Betty
Tammy Camps Out	- Baker, Elizabeth
The Wee Little Man	- Berg, Jean
A Good Knight for Dragons	- Bradfield, Roger
Dancing Cloud	- Buff, Mary
Anton the Goatherder	- Carigiet, Alois
Chipmunk in the Forest	- Clymer, Eleanor
City Rhythms	- Grifalconi, Ann
An Egg Is For Wishing	- Kay, Helen
Little Elk Hunts Buffalo	- McGraw, Jessie
Painted Pony Runs Away	- McGraw, Jessie
Little Raccoon and the Thing in the Pool	- Moore, Lilian
Timid Timothy	- Williams, Gweneira
Hippolyte: Crab King	- Anderson, Joy

SUGGESTED LITERATURE
Reading Level 7

Unit V (cont'd)

Tim and Lucy Go to Sea	- Ardizzone, Edwar
The Fire Cat	- Averill, Esther
Henry-Fisherman	- Brown, Marcia
Take a Nap Harry	- Chalmers, Mary
Rosa-Too-Little	- Felt, Sue
Lobsterman	- Ipcar, Dahlov
Sea Cart	- Konkle, Jane
No, No, Rosina	- Martin, Patricia
The Secret River	- Rawlings, Marjorie
Ride the Cold Wind	- Surany, Anice
Hide and Seek Fog	- Tresselt, Alvin
The Secret Hiding Place	- Bennett, Rainey
The Tiny Little House	- Clymer, Eleanor
How to Hide a Hippopotamus	- Croswell, Volney
A Little House of Your Own	- De Regniers, Beatrice
The Doll's House	- Godden, Rumer
Mike's House	- Sauer, Julia
The Very Private Treehouse	- Weiss, Harvey
Hide and Seek	- Zion, Gene
The Beach Before Breakfast	- Kumin, Maxine
Follow the Sunset	- Schneider, Herman
Autumn Harvest	- Tresselt, Alvin
White Snow, Bright Snow	- Tresselt, Alvin

Ginn 360 Level 7 Unit VI

The Brave Cowboy	- Anglund, Joan
"I can't" said the Ant	- Cameron, Polly
Why the Sun Was Late	- Elkin, Benjamin
Red Bantam	- Fatio, Louise
The Grand Mouse	- Freeman, Don
Brave Baby Elephant	- Joslin, Sesyle
Where the Wild Things Are	- Sendak, Maurice
Belling the Tiger	- Stolz, Mary
Anatole and the Cat	- Titus, Eve
Anatole Over Paris	- Titus, Eve
Brownies - Hurry!	- Adshead, Gladys
Who Was Tricked	- Bowman, James
Georgie and the Robbers	- Bright, Robert
The Runaway Brownie	- Calhoun, Mary
The Magic Finger	- Dahl, Ronald
Gillespie and the Guards	- Elkin, Benjamin
Fly High, Fly Low	- Freeman, Don
The Shoemaker and the Elves	- Grimm, The Brothers
Very Special House	- Krauss, Ruth
A Book to Begin On	- Bartlett, S.
Once A Mouse	- Brown, Marcia
Something for Christmas	- Brown, Palmer
The Happy Lion	- Fatio, Louise
Walter, the Lazy Mouse	- Flack, Marjorie
Mouse House	- Godden, Rumer
Come and Have Fun	- Hurd, Edith
Johnny Lion's Book	- Hurd, Edith

SUGGESTED LITERATURE
Reading Level 7

Unit VI (cont'd)

Kick, Pass, and Run	- Kessler, Leonard
Martha the Movie Mouse	- Lobel, Arnold
Punky: Mouse For a Day	- Moreton, John
Twenty-two Bears	- Bishop, Claire
Bear Party	- DuBois, William
Lost Bear	- Durell, Ann
The Bashful Bear	- Goodenow, Earle
Koala Bear's Walkabout	- Hewett, Anita
Little Bear's Pancake Party	- Janice
The Little Bear Who Wanted Friends	- Lowe, Edith
Buzzy Bear Goes South	- Marino, Dorothy
Buzzy Bear in The Garden	- Marino, Dorothy
Big Bad Bear	- Todd, Zula
The Biggest Bear	- Ward, Lynd
Two Little Bears	- Ylla

Level 7 Other Suggested Reading

Sam Houston	- Cerson, N. B.
Tepee Stories	- Dolch, E. W.
Jan and the Reindeer	- Palazzo, T.
Adventure at Black Rock Cave	- Lauber, P.
George W. Goethals	- Latham, J. L.
Wigwam Stories	- Dolch, E. W.
Lodge Stories	- Dolch, E. W.
Robin Hood Stories	- Dolch, E. W.
Barbie's Adventures at Camp	- Memling, C.
Aesop's Stories	- Harris, L.
Mary's Secret	- Brock, E. L.
Surprise Balloon	- Brock, E. L.
Thomas Jefferson	- Lisitzky, V.
Birds Do The Strangest Things	- Hornblow, L.
Meet the North American Indian	- Payne, E.
Plaid Cow	- Brock, E. L.
Stories from Canada	- Dolch, E. W.
Robert E. Peary	- Berry, E.
Golden Girl	- Palazzo, T.
Amelia Earhart	- Parlin, T.
Samuel F. B. Morse	- Latham, J. L.
Andersen Stories	- Dolch, E. W.
The Horse in the Camel Suit	- DuBois, William
The Dwarf Pine Tree	- Lifton, Betty
Mr. Willow-By's Christmas Tree	- Barry, Robert
The Wee Tree's Christmas	- Hatch, James
Just So Stories	- Kipling, Rudyard
Caps For Sale	- Slobodkina, Esphyr
Wee Gillis	- Leaf, Munro
Attic in the Wind	- Lund, Doris
Gillespie and the Guards	- Elkin, Benjamin
Did You Say Dogs?	- Palazzo, T.
Farm Animals	- Mannheim, C.

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 8 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:
1. Consonant Clusters
a. ft (f), sp, str, pt, squ, pr, spr, sw, sc, lt, scr, tw, mp
2. Vowels
a. igh (right), y (fly), ie (tie), ea (head), ew (new), ew (few)

B. Structural Analysis:
1. Compound words (hyphenated)
2. Contractions
a. 'd - (we'd), 've - (you've)
3. Graphemic Bases
a. ight, ide, ine, ive, ead, unny, ump
4. Prefixes and Suffixes
a. ful, er, ly, est, a, be, de, re
5. Root words and endings
a. Plurals and verb variants of words ending in y are formed by changing y to i before adding es or ed
b. Variants of words ending in y are formed by changing y to i before adding er
6. Spelling Patterns
a. Singular possessives - The boy's dog.
7. Syllables
a. Synthesizing syllables into words
b. Word endings may be separated from the word for decoding
c. Words may be divided after the letters of a medial consonant digraph
d. Words may be divided after the prefixes a, be, de, and re
e. Words may be divided after the second letter of a medial cluster of three consonant letters
f. Words may be divided between the two letters of a medial consonant cluster
8. Terminology
a. Consonant cluster
b. Consonant digraph

II. COMPREHENSION

A. Inferential:
1. Distinguishing between relevant and irrelevant ideas
2. Drawing conclusions

LEVEL 8 -- LANGUAGE ARTS (cont'd)

3. Identifying with characters or incidents
4. Interpreting figurative language
5. Making inferences
   a. Cause and effect relationships
   b. Character traits
   c. Comparisons
   d. Main ideas
   e. Supporting details
6. Making judgments
   a. Of fact or opinion
   b. Of worth, desirability, and acceptability
7. Predicting outcomes
8. Reacting to the author's use of language
9. Reacting to story events
10. Understanding imagery

B. Literal:
1. Classifying
2. Discriminating between fact and fancy
3. Discriminating between true and false story statements
4. Identifying the topic of a paragraph
5. Incorporating details
6. Recognizing and recalling
   a. Cause and effect relationships
   b. Details
   c. Differences in characteristics
   d. Following directions
   e. Main ideas
   f. Names and characters
   g. Sequence of events
7. Substantiating main ideas with details

III. LANGUAGE

A. Development:
1. Awareness of the nature of language
2. Figurative language
3. Recognizing other language systems
4. Reviewing the concept of a paragraph
5. Syntactical understanding
6. Understanding codes
7. Understanding language versatility
8. Understanding the progress of language
9. Understanding the relationship of intonation to meaning

B. Language Expression:
1. Listening and reacting
2. Reading beyond the text
3. Reading topics developed in the selection
4. Speaking
5. Writing - introduce cursive
6. Writing a poem collectively

LEVEL 8 -- LANGUAGE ARTS (cont'd)

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C. Vocabulary:
   1. Developing word meanings
      a. Antonyms
      b. Multiple meanings
      c. New words and meanings
      d. Using context clues to determine word meanings
      e. Using words with similar meanings
   2. Expanding Vocabulary
      a. Developing an awareness of foreign language
      b. Learning names for holidays
      c. Learning the orgins of words
      d. Solving word puzzles
      e. Using descriptive words for clear expressions
      f. Using different words to express the same idea

D. Mechanics:
   1. Learn to capitalize
      a. Names of holidays
      b. Beginning word of a sentence
      c. Proper names and titles Mr., Mrs., Miss
      d. Names of streets, cities and states
      e. Titles of stories
   2. Learn to punctuate
      a. Periods - after statements (telling sentences)
         -after Mr. and Mrs.
         -after numbers for a list, ex: 1., 2.,
      b. Question Marks - after an asking sentence
      c. Quotation Marks - recognizes the use in direct address
      d. Exclamation Marks - recognition after a sentence that exclaims
      e. Comma - after the greeting and closing of a letter
      f. Apostrophe - in forming contractions
         -in forming singular possessives
      g. Colon - in writing time 4:15
      h. Hyphen - in numbers (twenty-one)
      i. Underline - titles of books, newspapers
   3. Learn to use words correctly
      a. Review Levels 5-7, usage
      b. Forms of the verb be: is, are, was, were, has, have, had, am
      c. Irregular verbs: see-saw, run-ran
      d. "Double negatives" can't-never - (avoid)
      e. Naming self last - "Sally and I"
   4. Learn to use correct sentence structure
      a. Review difference between asking and telling sentence
      b. Difference between phrases and sentences

LEVEL 8 -- LANGUAGE ARTS (cont'd)

5. Learn to write a letter
   a. correct letter form
      Date, Greeting, Body, Closing, Signature
   b. kinds of letters
      friendly - children write letters to family member or friend
      invitations - children invite parents or another class to a program
      thank you - children write thank you notes to a room mother for a party and to a bus driver for taking them on a field trip
      get well - children write to classmates or teachers who are sick
6. Learn to use correct paragraph structure
   a. develop an idea using two or three sentences
   b. use indentation
7. Learn to proofread
   a. reinforce previous symbols taught at levels 6 and 7
   b. introduce paragraph symbol ¶
8. Heading on papers
   a. first name and last name on left hand side of paper
      -date on right hand side
      -heading of paper center of the next line

IV. STUDY SKILLS

A. Locating Information:
   1. Skimming for details
   2. Suggested references to resource books

B. Organizing Information:
   1. Alphabetical arrangement - 3rd letter
   2. Assignment of items to a predetermined group or class
      a. recognizes days of the week and months of the year
   3. Classifying statements as imaginary or factual
   4. Determination of a class for a given group of items.
   5. Development of a chart
   6. Development of a report
   7. Development of an outline
   8. Science experiments
   9. Skimming to find details
   10. Summarizing major points and events
   11. Using a chart or illustration to explain a process

LEVEL 8 -- LANGUAGE ARTS (cont'd)

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:
   1. Fairy tales
   2. Folk tales
   3. Myths and legends

B. Graphic Techniques in Literature
   1. Photographs
   2. Relating illustrations to literature
   3. Understanding newspaper format

C. Reading for Different Literary Forms
   1. Difference between form for drama and for prose
   2. Poetry
   3. Prose
   4. Prose as a basis for drama
   5. Writing a story in play form

D. Writer's Craft
   1. Author's purpose
   2. Author's style
   3. General style and structure

VI. CREATIVITY

A. Before the Reading Experience
   1. Awareness of a problem to be solved
   2. Building onto the individual's existing knowledge or experience
   3. Creative problem solving
   4. Heightened anticipation and expectation
   5. Looking at something from several different points of view
   6. Predictions from limited information
   7. Provocative questions
   8. Taking the next step beyond what is known

B. During the Reading Experience
   1. Author's purpose
   2. Awareness of problems heightened
   3. Continued heightening of anticipation and expectation
   4. Creative problem solving
   5. Encouragement of creative and constructive- rather than cynical-acceptance of limitations
   6. Exploration of missing elements
   7. Identification with characters' personalities and emotions
   8. Juxtaposition of apparently irrelevant elements
   9. Ongoing predictions from limited information

LEVEL 8 - LANGUAGE ARTS (cont'd)

10. Provocative questions
11. Reacting to characters' actions
12. Surprises heightened and deliberately used

C. After the Reading Experience
1. Ambiguities and uncertainties played with
2. Constructive response encouraged
3. Creative problem solving
4. Digging deeper, going beyond the obvious
5. Discussing personal reactions to story events
6. Discussing the author's purposes
7. Elaborating what is read
8. Future projection encouraged
9. Identification with characters' personalities and emotions
10. Improbabilities entertained and multiple hypotheses encouraged
11. Search for elegant solutions encouraged
12. Testing and revising predictions
13. Visualizing details
14. Writing

VII. MATERIALS

A. Required - Ginn 360
1. How It Is Nowadays
a. Pupil text
b. Teacher's edition of text
c. Skills Handbook (workbook) - pupil and teacher
d. Self Help Activities - pupil and teacher

B. Alternate Reading - approval of Reading Department
1. Programmed Reading (Sullivan)
2. Scott, Foresman

C. Supplementary Materials* - optional- use only appropriate pages as related to Level 8 skills
1. Ginn Word Enrichment Program Levels 1-7
2. Modern Curriculum Press - Phonics Workbook Books A, B, C.
3. Lyons & Carnahan - The New Phonics We Use Books A, B, C, D, E, F, G
4. Barnell Loft - Specific Skill Series - Books A, B, C, D, E, F.
5. Continental, Hayes, Jenn Duplicating Masters
6. SRA Kits - Word Games, Reading Kits - 1a, 1c
7. Scholastic Individualized Reading Kits
8. EDL - Controlled Reader and Language Master
9. Library filmstrips and tapes

*Refer to Supplementary Materials Index.

LEVEL 8 -- LANGUAGE ARTS (cont'd)

10. Teacher made materials
11. Creativity Idea Books (Myers and Torrance)
    a. Can You Imagine?
    b. For Those Who Wonder
12. Spelling Books
    a. Noble and Noble - Spell/Write - Blue
    b. Scott, Foresman - Spelling Our Language Book 2
    c. Houghton Mifflin - Power To Spell - Grade 2
    d. McGraw Hill - Basic Goals in Spelling Grade 2
    e. Economy Company - Continuous Progress Spelling Kit - Primary
13. Language Books
    a. Harcourt, Brace & World - Roberts English Series - Book 2
    b. Scott, Foresman - Language and How To Use It - Book 2
    c. Laidlaw - Experiences in Language - Book 2
    d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 2
14. Handwriting
    a. Scott, Foresman - Writing Our Language - Transitional Book
15. Enrichment Materials
    a. Crossword Puzzles - Dr. Herr - Book 1
    b. Games
    c. Merrill - Phonics Skill Text - tapes and workbooks Level B
    d. Dictionaries
       -Pixie Dictionary - Winston
       -Rainbow - World Publishing
       -Junior
16. Reader's Digest Skillbooks

VIII. EVALUATION

A. Required:
   1. Ginn Achievement Test - Level 8
   2. Language Arts Test - Level 7
   3. Teacher made tests

B. Optional:
   1. Informal Reading Inventory - back of teacher's edition
   2. Fountain Valley Teacher's Support System in Reading - (Pre-test, Post-test evaluation of skills and tapes)
   3. Ginn Initial Screening Test
   4. Gates-MacGinitie Reading Test - standardized
   5. Metropolitan Achievement Test

LEVEL 8 -- EVALUATION

Name_____ Date_____

A. Put these words in alphabetical order:

month, mouth, moth, more, mock

1. _____
2. _____
3. _____
4. _____
5. _____

B. Write the two words for these contractions:

1. we'd _____
2. you've _____
3. shouldn't _____
4. let's _____
5. we're _____
6. I've _____
7. wasn't _____
8. hadn't _____
9. we'll _____
10. you'll _____

C. Circle the prefix or suffix in each word:

1. careful 3. helper 5. along 7. redo
2. sickly 4. fastest 6. behold 8. delay

D. Add the endings to each root word below:

	es	ed
1. baby	_____	_____
2. try	_____	_____
3. hurry	_____	_____

LEVEL 8 -- EVALUATION
(cont'd)

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Name_____ Date_____

D. Add the endings to each root word below: (cont'd)

	er	est
1. pretty	_____	_____
2. funny	_____	_____
3. early	_____	_____

E. Use correct capitalization:

1. christmas comes in december.
2. mary brown lives on cedar street
3. mrs. snow drove to avon, connecticut.
4. jills favorite book is curious george.
5. i like halloween best.

F. Use correct punctuation:

1. I ate peas corn potatoes and beans
2. Mr bill went swimming on August 14 1972
3. Did Jills mother call
4. "Fire Fire ," said Jack
5. We go to Mrs Day at 115
6. The twenty six year old man read the Hartford Courant

G. Put the correct word into the sentence:

1. Mary _____ to help her mother.
   went gone
2. Jack and Bill have _____ to Mary's party.
   came come
3. Jill has _____ home.
   came gone
4. Have you _____ something funny?
   done did
5. He has _____ the red balloon.
   saw seen

LEVEL 8 -- EVALUATION
(cont'd)

Name _____ Date _____

H. Write 1 telling sentence.

1. _____

_____

I. Write 1 asking sentence.

1. _____

_____

J. Write Yes if it is a sentence and No if it is not a sentence.

1. _____ a long winter day
2. _____ He likes to play ball
3. _____ a red balloon
4. _____ Good-by
5. _____ John went to a farm

K. Write the opposite of each word in the blank space.

went, near, low, soft, under, never, front, small, wet, dull

1. always _____
2. dry _____
3. big _____
4. back _____
5. sharp _____
6. high _____
7. far _____
8. loud _____
9. came _____
10. over _____

LEVEL 8 -- EVALUATION
(cont'd)

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Name_____ Date_____

L. Match the words that mean the same.

	I	II
1.	question	want
2.	listen	ask
3.	wish	shop
4.	run	hear
5.	store	scamper

M. Spelling Words - Write the days of the week.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____

N. Write a letter and label its parts.

_____(_____)

_____,(_____)

_____

_____

_____

_____(_____)

_____

_____

_____

_____ (_____)

_____ (_____)

LEVEL 8 -- EVALUATION

Teacher's copy

A. A-B-C order:

1, mock, 2. month, 3. more, 4. moth, 5. mouth

B. Contractions:

1. we had, 2. you have, 3. should not, 4. let us,
5. we are, 6. I have, 7. was not, 8. had not,
9. we will, 10. you will

C. Affixes - Circle the prefix or suffix in each word:

1. careful
2. sickly
3. helper
4. fastest
5. along
6. behold
7. redo
8. delay

D. Add the endings to the root words below:

		es	ed
1.	baby	babies	babied
2.	try	tries	tried
3.	hurry	hurries	hurrying

		er	est
1.	pretty	prettier	prettiest
2.	funny	funnier	funniest
3.	early	earlier	earliest

F. Capitalization:

1. Christmas comes in December.
2. Mary Brown lives on Cedar Street.
3. Mrs. Snow drove to Avon, Connecticut.
4. Jill's favorite book is Curious George.
5. I like Halloween best.

F. Punctuation:

1. I ate peas, corn, potatoes and beans.
2. Mr. Bill went swimming on August 14, 1972.
3. Did Jill's mother call?
4. "Fire! Fire!," said Jack.
5. We go to Mrs. Day at 1:15.
6. The twenty-six year old man read the Hartford Courant.

LEVEL 8 -- EVALUATION
(cont'd)

Teacher's copy

G. Usage:

1. went, 2. come, 3. gone, 4. done, 5. seen,

H. Write a telling sentence.

I. Write an asking sentence.

J. Differentiating between phrases and sentences:

1. no, 2. yes, 3. no, 4. no, 5. yes

K. Antonyms:

1. never
2. wet
3. small
4. front
5. dull
6. low
7. near
8. soft
9. went
10. under

L. Synonyms:

1. question	want
2. listen	ask
3. wish	shop
4. run	hear
5. store	scamper

M. Spelling - Write the days of the week:

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

N. Write a letter and label each part:

_____(DATE)

_____(Greeting)

_____

_____

_____(Body)

_____

_____

_____(Closing)

_____(Signature)

SUGGESTED SPELLING LIST

LEVEL 8

able
added
advice
afford
afternoon
agreed
aim
airplane
alley
alone
aloud
already
among
angry
anybody
appeared
approach
art
ashes
baby
barrel
bath
beak
beans
beauty
become
beg
begin
begun
behind
being
believe
belt
bench
bend
bent
bike
blanket
boarded
bong
booth
bossy
*both
bother
bowl
brakes
break
breath
breeze
bride
bright
broke
broom
brought
bunch
bundles
burning
burrows
burst
bush
busy
butter
buttons
*buy
buzz
cage
cardboard
cards
carefully
carted
carton
castle
caught
center
certain
chance
changed
chanted
check
cheeks
cherry
chilly
churned
circle
circus
clamped
class
claws
clear
clever
clowns
clump
clutched
coaxed
cocked
*cold
colors
command
cookies
cottage
covers
crackle
crazy
cried
crooked
crossing
crosswalk
crouched
crowded
crowed
crunchy
cubes
curb
curved
dance
darted
dashed
dawn
dear
depend
desert
different
dimes
dipped
direction
donkey
drank
drawn
dress
drinking
dry
dumped
dust
early
earth
edge
eggs
either
else
empty
enter
errand
especially
evening
excuses
exercise
exit
exploring
eyelashes
eyes

*Dolch

Additional decodable words Level 8 T.G. p. 392

SUGGESTED SPELLING LIST

LEVEL 8 - (cont'd)

fairy-like
faithful
famous
fancy
farther
fasten
favor
favorite
fetch
few
fighting
finally
finger
fist
flag
flagpole
flapped
flavors
flax
flew
floods
flowers
fluffy
flying
foam
foggy
foot
foreheads
forgot
fork
form
forward
frame
free
freeway
froze
*full
fuzzy
garage
gasped
gathering
giant
gift
gifts
gingersnaps
glass
glasses
glossy
glowed
goblin
goodness
grade
grains
great
greet
grinned
groaned
guests
hail
halfway
happier
happily
hatched
hated
heat
heavens
heavier
heavy
herself
hidden
hind
hissed
hollow
hooted
hopeless
hopscotch
horn
hospital
huge
hugged
hummers
hundred
hung
*hurt
husband
hushed
hut
icebergs
ice-cold
ice cream
idea
inches
indoors
insects
interrupted
introduce
invite
island
jaws
jetway
joined
jutted
kept
kettle
kites
knots
ladies
lamb
lane
large
lawn
lazy
lead
leaped
least
leftover
lifted
limb
lit
loss
loud
love
lying
main
male
mama
market
marry
marsh
master
matter
meadow
meals
means
meat
melted
mending
met
midair
might
mimic
mingle
mirror
mistress
mitt
mittens
moaned

*Dolch
Additional decodable words - Level 8 T. G. p. 392

SUGGESTED SPELLING LIST

LEVEL 8 - (cont'd)

Mommy
month
muttered
mystery
nap
neat
needles
nifty
noisy
nonsense
noticed
nowhere
nut
oatmeal
obey
object
ocean
odd
odor
offered
orange
ordered
ourselves
overjoyed
paces
party
patch
pay
peanut
peas
pecked
pennies
pepper
perched
perhaps
pest
pickle
picnic
pineapple
pipes
plain
plane
plenty
plowed
pockets
pointed
poking
polar
pony

porch
pouches
pound
pouring
prance
pressed
prickled
prickly
prince
problem
promise
propped
public
puddles
*pulls
pumpkin
pumps
pussy
quarrels
queen
queer
question
quickly
quite
rail
raising
rattlesnake
reddish
reflected
reflection
refuse
repair
repay
reply
return
rich
ripe
roadrunner
robin
rooster
rose
rosy
rotten
rude
sailed
sake
salty
sand
sandwich

scampered
scat
scattered
scent
science
scientists
scooter
scrambled
scraps
scratchy
scrawny
screaming
screen
scrubbed
seashore
seat
sells
senses
several
shadows
shapes
share
sharp
shell
shiny
shirt
shone
shook
shorter
shot
shoulder
shower
sighed
signals
silky
silly
sink
sip
size
skidded
skirts
skyrocket
slammed
slim
slits
slowly
smooth
snapped
snarled

*Dolch
Additional decodable words Level 8 T.G. p. 392

SUGGESTED SPELLING LIST

LEVEL 8 - (cont'd)

sneaky
snoring
soap
soared
solid
sopping
sort
sour
speak
special
speck
spend
spicy
spill
spindle
spinning
spit
spoke
spot
spreads
sprinkled
sprinkler
spun
sputtered
squinted
state
stall
stared
steering
stem
stepdaughter
sting
stood
straight
strawberries
strawberry
stray
stream
stretch
strike
string
strong
stuck
sturdy
suddenly
suggested
suitcase
sunny
supposed
sure
sweeping
sweet
swirled
tan
tangle
task
taste
tea
tear (verb)
teased
terrible
tested
Thanksgiving
thick
thin
third
thread
throughout
throw
thud
thumb
Thursday
tight
tiptoe
toppled
tore
touch
touring
toward
tower
traced
trained
trembled
triangle
trouble
true
truly
trunk
trust
truthful
trying
tube
tucked
Tuesday
tuft
turkey
turned
twice
twig
twine
twirled
twisted
twitched
ugly
underneath
understood
United States
unrolled
untied
unusual
upset
uses
usual
vanished
vapor
veils
vines
visitors
wall
walnut
watermelon
wedding
welcome
whip
whirring
whispered
whole
wiggled
windowpanes
wire
wonderful
woodchuck
words
worse
wow
*write
written
wrong
yarn
yelled
yowled
zig-zag
zipper
zoomed

*Dolch
Additional decodable words Level 8 T.G. p. 392

SUGGESTED LITERATURE
Reading - Level 8

How It Is Nowadays Level 8 Unit I

Two From a Teapot	- Helps, R.
Finder's Keepers	- Well & Nicolas
Kimo Makes Music	- Thompson, Vivian
The Thief in the Attic	- Wiese, Kurt
The Bull Beneath the Walnut Tree & Other Stories	- Hewett, Anita
Various Owls	- Hollander, John
High, Wide & Handsome	- Merrill, Jean
Flight	- Ormond, Jacques
The Birds	- Peterson, Roger Troy
The Picnic	- Daugherty, James
Birthday Presents	- Fern, Eugene
Wish on a Moon	- Hader, Berta & Elmer
The Luck Book	- Leach, Maria
The Ditch Picnic	- Unnerstad, Edith
I Read Signs	- Funk, Tom
The Pup Who Became a Police Dog	- Hays, Wilma Pitchford
Safety Can Be Fun	- Munro, Leaf
Let's Find Out About Safety	- Shapp, Charles & Martha
The Shadow Book	- DeRegniers, Beatrice & Gordon, Isabel
See Again, Say Again	- Frasconi, Antoneo
There Is A Bull On My Balcony	- Joslin, Sesyle & Kath, Barry
My Dog Is Lost!	- Keats, Ezra & Cherr, Pat
What's Wrong With Julio	- Ormsby, Virginia
Moy Moy	- Politi, Leo
The Skyline Series	- Brown, Virginia & Others
Nothing Ever Happens on My Back	- Raskin, Ellen
Someday	- Zoloton, Charlotte
A Story of the Watts Towers	- Madian, Jon
Come to the City	- Tensen, Ruth M.
Bird Watchers and Bird Feeders	- Blough, Glen
If I Were a Bird	- Conklin, Gladys
Rudy Throat, the Story of a Hummingbird	- McClung
Bird Nests	- Shackelford, Nina
Birds	- Wasson, Isabel
A Bear Called Paddington	- Bond, Michael
The Bears on Hemlock	- Dalgliesh, Alice
Ask Mr. Bear	- Flack, Marjorie
Nobody Listens to Andrew	- Guilfoile, Elizabeth
Bedtime for Frances	- Hofan, Russell
Where the Wild Things Are	- Sendak, Maurice
The Biggest Bear	- Ward, Lynd
Hop-High, the Goat	- Bannon, Laura
The Valentine Cat	- Bulla, Clyde Robert
Millions of Cats	- Gag, Wanda
Whistle for Willie	- Keat, Ezra Jack
The Rice Bowl Pet	- Martin, Patricia

SUGGESTED LITERATURE
Reading - Level 8

How It Is Nowadays Level 8 Unit I (cont'd)

The Boy and the Blind Storyteller	- Anderson, Paul
A Friend Is Someone Who Likes You	- Anglund, Joan Walsh
Who Will Be My Friend?	- Hoff, Syd
Humorous Poetry for Children	- Cole, William & Metzl, Ervine
Oh, What Nonsense!	- Cole, William & Ungerer, Tom
The Day the Cow Sneezed	- Flora, James
Who Will Milk My Cow?	- Jackson, Janet
The Cow Who Fell in the Canal	- Krasilovsky, Phyllis
The Curious Cow	- Meeks, Esther
The Moon Is Shining Bright as Day	- Nash, Ogden
The Crazy Zoo That Dudley Drew	- Rose, Carl
The Book of Experiments	- deVries, Leonard
Your Wonderful World of Science	- Frieman, Mae and Ira
Greg's Microscope	- Selsam, Millicent
The Young Experiments Workbook	- Sootin, Harry and Laura
Kookamoo & the Kangaroo	- Durack, Mary and Elizabeth
Katy - No Pocket	- Payne, Emmy
Desert Dwellers	- Shannon, Terry
What is Water?	- Hagman, Adaline
Water - All Around	- Pine, Lillie and Levine, Joseph
The Sun Is a Golden Earring	- Belting, Natalia
Once a Mouse	- Brown, Marcia
The Three Billy Goats Gruff	- Brown, Marcia
Cinderella	- Brown, Marcia
The Traveling Muscians	- Grimm Brothers
Noodles, Nitwits, Numskulls	- Leach, Maria

Other Suggested Reading Level 8

Horton Hatches the Egg	- Seuss, Dr.
What's A Cousin?	- Olds, H. D.
Kristie's Buttercup	- Brock, E. L.
Elephant Stories	- Dolch, E. W.
Bird's Christmas Tree	- Brock, E. L.
Old World Stories	- Dolch, E. W.
Captain Kangaroo's Storybook	-
Jim Can Swim	- Olds, H. D.
Here Comes Kristie	- Brock, E. L.
Eli Whitney	- Latham, J. L.
Buffalo Bill	- Aulaire, I.
Annie Oakley	- Wilson, E.
Clara Barton	- Stevenson, A.
Fourth of July	- Phelan, M. K.
Mr. Twitmeyer and the Poodle	-
Horton Hears a Who	- Seuss, Dr.
Patty on Horseback	- Brock, E. L.

SUGGESTED LITERATURE
Reading Level 8

Other Suggested Reading Level 8 (cont'd)

Wee Willow Whistle	- Avery, K.
Topsy, Turvey Family	- Brock, E. L.

Filmstrips

"Animal Friends"	Film Association	(10 min.)
"Be Your Own Traffic Policeman"	Porta Films	(10 min.)
"I'm No Fool As A Pedestrian"	Walt Disney	(8 min.)
"I'm No Fool Having Fun"	Walt Disney	(8 min.)
"Safety To and From School"	McGraw Hill	
'Ferdinand the Bull"	Encyclopedia Britannica	
"Bear Country"	2nd Edition Encyclopedia Britannica	
"Korochan, the Little Bear (the Koala)"	2nd Edition Encyclopedia Britannica	
"Learning About Bears"	2nd Edition Encyclopedia Britannica	
"Luie Teddy Bear (the Koala)"	2nd Edition Encyclopedia Britannica	(11 min.)
"The Cow"	Churchill	(11 min.)
"A Day at the Fair"	Encyclopedia Britannica	(11 min.)
"Let's Write a Story"	Churchill	(11 min.)
"Fox and the Rooster"	Encyclopedia Britannica	(11 min.)

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

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LEVEL 9 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:
1. Consonant digraphs
a. ph (phone)
b. gh (caught)
c. gh (enough)
2. Vowels
a. o (long)
b. ou (group)
c. au (saucer)
d. oi (boil)
e. oy (boy)
f. u (unite)
g. u-e (huge)
h. ei (veil)
i. ei (followed by gh weightless)
j. u (full)
k. a (want)
l. ou (followed by gh brought)
m. ou (country)
3. Vowel - consonant
a. ion (billion)

B. Structural Analysis:
1. Graphemic Bases
a. og (log)
b. oss
c. ong
d. ou
e. oil
2. Possessive forms
a. Plural possessives (boys')
3. Affixes and word parts
a. Prefixes: pre
b. Suffixes: ily, ion
c. Word parts: cian, less, ment
d. Generalizations: words ending in y, the y is replaced by i before er or est is added
4. Syllabication
Rule 1)
Rule 2) guide pages 42-43
Rule 3)

Rule 4 guide page 55

II. COMPREHENSION

A. Inferential:
1. Identifying with characters or incidents
a. Inferring;
-cause and effect relationships
-character traits
-main ideas

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LEVEL 9 -- LANGUAGE ARTS (cont'd)

-supporting details
-interpreting figurative language
-making judgment--fact or opinion, reality or fantasy
-predicting outcomes

B. Literal:
1. Classifying
2. Creating subtitles
3. Following directions
4. Interpreting phrases
5. Recognizing and recalling
   a. Cause and effect relationships
   b. Details
   c. Main ideas
   d. Sequence
6. Skimming
7. Summarizing

III. LANGUAGE

A. Development:
1. Analyzing words and phrases
2. Interpreting figurative language
3. Understanding syntax

B. Expression:
1. Listening
2. Reading supplementary materials
3. Speaking
   a. Dramatization
4. Reading poetry aloud
5. Rereading the story orally
6. Reporting
7. Writing

C. Vocabulary:
1. Developing word meaning
   a. Antonyms
   b. Compound words
   c. Homonyms
   d. Multiple meanings
   e. Selecting a definition appropriate to content
   f. Synonyms
2. Expanding vocabulary
   a. Classifying words
   b. Derivational affixes

D. Mechanics:
1. Learn to capitalize
   a. Titles and books
   b. Geographical names
   c. Initials in names

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LEVEL 9 -- LANGUAGE ARTS (cont'd)

d. Proper names and titles and their abbreviations
e. Abbreviate days of week and months of year

2. Learn to punctuate
   a. Periods - after statements
   b. Question Mark - after asking sentence
   c. Comma; in series
      -after city and state
      -after greeting and closing in letter
   d. Apostrophe - after singular and plural possessives
   e. Colon - between hour and minutes
   f. Hyphen; introduce use for syllabication at end of line
      -use in numbers
   g. Underline - for titles of books, newspapers
   h. Dash; between pages Ex: p. 5-8
      -between hours in reference to time
3. Learn to use words correctly
   a. Forms of the verb be (review)
   b. Review irregular verbs (ex: see-saw)
   c. Introduce third verb form (seen)
   d. "Double negatives" (can't-never)
   e. Naming self last (review)
4. Learn to use correct sentence structure
   a. Two main parts of sentence (subject and predicate)
   b. Growth of simple sentence using adjectives, nouns and verbs
5. Learn to use correct letter form
   a. Complete form for friendly letters
   b. Address envelopes
   c. Prepare invitations and announcements
6. Written form
   a. Learn to use correct paragraph form
   b. Learn to proofread - introduce symbols necessary (¶ indent ⟶ ⟵ margin)
      See chart for other symbols
7. Using the glossary to find meanings of unfamiliar words
   a. Words expressing motion
8. Recognizing new words
   a. Creating a dictionary
9. Heading on papers
   a. First name and last name on left-hand side of paper
      -date on right-hand side
      -heading of paper center of the next line

LEVEL 9 -- LANGUAGE ARTS (cont'd)

IV. STUDY SKILLS

A. Location:
   1. Using book parts
   2. Footnotes
   3. Glossary
   4. Card catalogue and encyclopedia (introduce use of)

B. Using General References:
   1. Alphabetical arrangement (to fourth letter)
   2. Applying information found in a glossary
   3. Skimming for specific information
   4. Suggested references to resource books

C. Organizing Information:
   1. Developing an outline
   2. Summarizing
   3. Spelling days of week and months of year

D. Using Visual Materials:
   1. Maps and charts

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:
   1. Fables
   2. Folk Tales
   3. Humor
      a. Company types of humor
      b. Recognizing different types of humor
      c. Realistic humor
   4. The Limerick
   5. The Tall Tale

B. Graphic Techniques in Literature:
   1. Photographs
   2. Relating illustrations to literature
   3. Relating type to literature

C. Literary Form:
   1. Drama
   2. Poetry
   3. Prose

D. Writer's Craft:
   1. Author's purpose
   2. Author's style
   3. General style and structure

LEVEL 9 -- LANGUAGE ARTS (cont'd)

VI. CREATIVITY

A. Before the Reading Experience:
1. Heightening anticipation and expectation
2. Hypothesizing
3. Predicting from limited information
4. Structuring tasks to give clues and directions
5. Taking the next step beyond what is known
6. Understanding of a problem to be solved
7. Using the existing knowledges and experiences as a springboard

B. During the Reading Experience:
1. Continued heightening and anticipation expectation
2. Encouraging creative and constructive acceptance of limitations
3. Exploring missing elements
4. Predicting from limited information
5. Reacting to character's actions
6. Solving problems creatively
7. Visualizing places and events

C. After the Reading Experience:
1. Digging deeper, going beyond the obvious
2. Discussing personal reactions to story events
3. Discussing the author's purpose
4. Elaborating a story element
5. Encouraging constructive responses
6. Encouraging future projection
7. Hypothesizing
8. Reconceptionalizing and reorganizing information
9. Searching for solution
10. Speculating with ambiguities and uncertainties
11. Solving problems creatively
12. Taking the step beyond what is known
13. Writing

VII. MATERIALS

A. Ginn 360 Required:
1. With Skies and Wings
a. Text - pupils and teacher
b. Skills Handbook (workbooks - pupils and teacher
c. Self Help Activities

B. Alternate Reading - approval of Reading Department:
1. Programmed reading
2. Scott, Foresman

LEVEL 9 -- LANGUAGE ARTS (cont'd)

C. Supplementary Materials*- use only appropriate pages relative to Level 9
   1. Ginn Word Enrichment (1-7)
   2. Modern Curriculum Press A, B, C
   3. Lyons and Carnahan - The New Phonics We Use A, B, C, D, E, F
   4. Barnell Lofts - Specific Skill Series A, B, C, D, E, F
   5. Continental, Hayes, Jenn Duplicating Masters
   6. SRA Kits - Word Games, Reading Kits
   7. Scholastic - Individual Reading Kits
   8. EDL Controlled Reader
   9. Library - filmstrips and tapes
   10. Teacher made materials
   11. Can You Imagine? (Paul Torrence)
   12. For Those Who Wonder (Paul Torrence)
   13. Spelling Books
      a. Noble and Noble - Spell/Write - Pink
      b. Scott, Foresman - Spelling Our Language Book 3
      c. Power To Spell - - Houghton Mifflin Book 3
      d. McGraw Hill - Basic Goals for Spelling Book 3
      e. Economy Company - Continuous Progress Spelling Kit
   14. Language Books
      a. Harcourt, Brace & World
      b. Scott, Foresman - Language dnd How To Use It
      c. Laidlaw - Experience in Language Book 3
      d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 3
   15. Handwriting
      a. Scott, Foresman - Writing Our Language
   16. Enrichment
      a. Games
      b. Crossword puzzles
      c. Merrill - New Phonics Skill Test
      d. dictionary - Junior - Thorndike-Barnhart
   17. Reader's Digest Skillbooks

VIII. EVALUATION

A. Required:
   1. Ginn Achievement Tests
   2. Language Arts Test (Level 9)
   3. Teacher made tests

*Refer to Supplementary Materials Index.

LEVEL 9 -- LANGUAGE ARTS (cont'd)

B. Optional:
   1. Informal Reading Inventory - back of teacher's edition
   2. Fountain Valley Teacher Support System (Pre-test, Post-test evaluation with tapes)
   3. Ginn Initial Screening Test
   4. Gates-MacGinitie - standarized
   5. Metropolitan Achievement Test

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

A. Capitalize the following:

1. dr j r smith did the operation.
2. we went to colorado, new mexico, and california on our vacation.
3. mr bryant took us to the circus.
4. dr seuss wrote the cat in the hat.

B. Punctuate the following:

1. The family had a picnic at Stratton Brook
2. Did you see the fireworks Saturday night
3. In our garden we grew corn tomatoes peas lettuce and many flowers
4. I live in Avon Connecticut
5. The boys bats were left in the rain
6. It was 330 before she left
7. They get the Hartford Times newspaper every evening
8. Please read pages 5 8 tonight

C. Choose the correct word:

1. There weren't _____ complaints.
   any no
2. Reporters _____ how dangerous the flood tide was rising.
   saw seen
3. He _____ going with me.
   is are
4. Peter and _____ are going to the movies.
   I or me

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

D. Correct sentence form.
Draw a line between the subject and predicate.
Put a circle around the noun and underline the verb.

1. My shoes are brown.

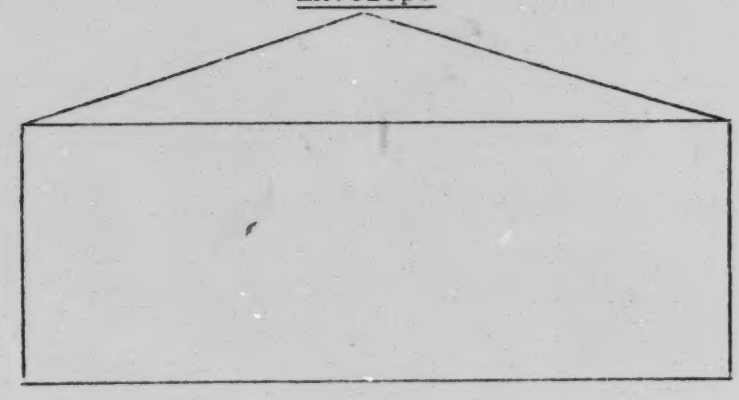
2. A blue car passed us on the road.

3. The table is set for dinner.

E. Use the space below for writing a friendly letter and addressing an envelope: Use correct form!

Letter

Envelope



LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

F. Rewrite the following sentences in the correct paragraph form. Proofread the pragraph and check for misspellings and punctuation:

when tom woke up one morning, the snow was falling softly aganist the window sill tom's farther had promised to go sleding with him if it had snowed that day promised to be very exciting as tom looked a the knew whit blanket that covered the ground.

G. Use your glossary in your reader With Skies and Wings to find the following words:

Write the words in syllables and their definitions.

jabber _____

_____

mbuyu _____

_____

sari _____

_____

upholstery _____

_____

H. Teacher dictates 10 spelling words from list so far this year.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

I. For fun: What is being said below?

1. Wadja do? _____
2. Brr' Scold' _____
3. Do I hafta? _____
4. Howja do? _____

Make up some of your own if you want to.

J. Root words and endings--be careful! Not all columns will be filled each time.

	ed	ing	es
bunny	_____	_____	_____
stop	_____	_____	_____
run	_____	_____	_____
penny	_____	_____	_____
stripe	_____	_____	_____

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

A. Capitalize the following:

1. Dr. J. R. Smith did the operation.
2. We went to Colorado, New Mexico, and California on our vacation.
3. Mr. Bryant took us to the circus.
4. Dr. Seuss wrote the Cat In The Hat.

B. Punctuate the following:

1. The family had a picnic at Stratton Brook.
2. Did you see the fireworks Saturday night?
3. In our garden, we grew corn, tomatoes, peas, lettuce and many flowers.
4. I live in Avon, Connecticut.
5. The boys' bats were left in the rain.
6. It was 3:30 before she left.
7. They get the Hartford Times newspaper every evening.
8. Please read pages 5-8 tonight.

C. Choose the correct word:

1. There weren't any complaints.
2. Reporters saw how dangerous the flood tide was rising.
3. He is going with me.
4. Peter and I are going to the movies.

D. Correct sentence form: Draw a line between the subject and predicate. Put a circle around the noun and underline the verb.

1. My shoes/are brown.
2. A blue car/passed us on the road.
3. The table/is set for dinner.

E. Use the space below for writing a friendly letter and addressing an envelope: Use correct form!

Letter:
Envelope:

F. Rewrite the following sentences in the correct paragraph form. Proofread the paragraph and check for misspellings and punctuation.

When Tom woke up one morning, the snow was falling softly against the window sill. Tom's Father had promised to go sliding with him if it had snowed. That day promised to be very exciting, as Tom looked at the new white blanket that covered the ground.

LEVEL 9 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

G. Use your glossary in your reader With Skies and Wings to find the following words:
Write the words in syllables and their definitions.

1. jabber — jab-ber — to talk very fast in a senseless way--chatter
2. mbuyu — mbu-yu — one of the largest trees in the world--found in Africa
3. sari — sa-ri — long piece of cloth wrapped around and worn as a dress
4. upholstery — up-hol-ster-y — the padding and covering for furniture

H. Teacher dictates 10 spelling words from list so far this year:

I. For fun: What is being said below?

1. What did you do?
2. Brr! It's cold!
3. Do I have to?
4. How did you do?

Make up some of your own if you want to.

J. Root words and endings--be careful! Not all columns will be filled each time.

		ed	ing	es
1.	bunny			bunnies
2.	stop	stopped	stopping	
3.	run		running	
4.	penny			pennies
5.	stripe	striped	striping	

SUGGESTED SPELLING LIST

LEVEL 9

Acrobat
Adam
adding
address
Africa
afterwards
aiming
aircraft
Air Force
ajar
alarm
alas
alive
allowed
although
American
Annabel
antlers
anyway
army
arriving
artist
aside
astronauts
atlas
atop
awakened
awfully
ax
band
bare
bay
beach
beaming
beast
beat
beech
bees
being
Benny
berries
between
beyond
Billy's
blasting
blind
blinked
blurted
bobbed
bob
bold
born
bottom
bought
brightened
bristles
broken
broth
buckled
buffalo
bunk
bunny
camel
candy
carpet
carried
carted
cents
chains
chap
cheerful
chest
child
chosen
Christmas
chunk
clapped
clattering
cleaning
clerk
clip
clothes
coasting
cobs
color
cone
content
contest
continents
control
cooked
corner
cornstalk
couch
countdown
coward
cowboy
cozy
crackers
cranberry
crayons
creaking
creatures
crickets
cruel
crumbs
crying
curiously
damaged
damp
darkness
daughters
dead
December
declare
defend
delighted
designs
difference
dim
dining
director
disappeared
disgust
dishpans
dizzy
doctors
dodge
dragging
draw
driver
dull
dust-devil
dying
earned
earthenware
earthworm
easier
easily
eaten
eighteen
elders
elk
empty-handed
equipment
escape
examine
exchange
excited
exercises
explains
explore
faded
faint
fallen
fear
feast
February
fellow
fern

SUGGESTED SPELLING LIST

LEVEL 9

felt
fiddle
fifteen
figs
finest
firewood
fisherman
flashlight
flicked
flights
folded
foolish
forty
fourteen
France
fresh
Friday
frock
frosty
frowned
frozen
fruit
furiously
furrows
galloping
galoshes
gas
gazed
gentle
give
gleamed
glides
gloves
glue
gold
grandma
grandpa
grasp
gravity
grip
group
growl
grown
grown-up
gruel
grumbling
guard
guide
guitar
gulped
haircut
half
half-pence
hammered
handball
handkerchief
handles
happened
hardware
have
harm
hawks
heart
he'd
helplessly
hiding
hike
hitched
honey
hood
horizon
horror
hostess
hours
huddled
hug
human
hump
ill
important
India
Indian
inshore
interesting
invited
itself
I've
jacket
January
jeans
jelly
jogged
jungle
katydid
kicks
kid
kill
kitten
knees
kneels
knock
lady
lain
lashes
launching pad
leaks
levee
library
life
lightness
littlest
living
llamas
loped
lox
magician
magnifying
maiden
mainland
malt
marching
markings
meant
meatloaf
medal
merry
million dollars
minus
minutes
mission
mistaken
mister
monkey
monsters
mound
mouthfuls
movement
movies
munching
mushrooms
music
musician
nails
naughty
navy
need
nestled
net
newscaster
nibble
nineteen
nobody
numbers
operator
orbit
orders

SUGGESTED SPELLING LIST

LEVEL 9

original
ostrich
outwit
paced
pad
palace
pale
paper
passenger
peace
peak
peasant
pebbles
pencils
perfectly
periscope
pie
pillow
pilot
pitched
plastic
plate
pleasant
plink
pointing
police
port
portholes
possum
pouch
pounced
powerful
prairie
prayed
presents
pretending
pride
prize
propose
protect
purring
quitting
racket
rack
rather
raw
realized
reason
records
remarks
restless
retired
ribbon
riders
robins
rolls
row
rubbed
rubber
rustling
safety
salad
salesman
salt
salve
sari
sash
satellite
searched
searchlights
seek
seldom
selfish
send
servants
settled
shaky
shapes
shield
shoeshine
shore
shrill
shushing
shy
sick
signal
silver
simply
since
sings
skin
skyward
slapping
slept
slides
slipped
slippery
slope
stung
sly
smartest
snack
snail
sneezed
snorted
soil
song
spacecraft
spaceship
spade
speed
spent
spiked
split
splendid
spoon
squeeze
stamping
startled
state
steady
steeper
stepping
stiff
stirred
strap
strip
stroked
struggling
strums
study
stump
submarine
sucking
suffering
suits
sunshine
supermarket
surface
swallowed
sway
sweater
swinging
switchboard
swung
table
tablets
tailor
tanks
temper
tennis
tent
thorn
thousand
thunder
tie

SUGGESTED SPELLING LIST

LEVEL 9

tide
toes
towel
traffic
travel
tray
tried
trooped
turban
twisting

understand
underwear
upholstery
view
visit
wailed
waist
waken
wastebasket
watch

weak
weaving
weighed
weightless
whose
wickedly
wildly
winning
wiped
yawned
zebra

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit I

Your Flag and Mine	- Desmond, Alice Curtis
More Junior Authors	- Fuller, Muriel
Junior Book of Authors	- Kunitz, Stanley J.
Flood Friday	- Lenski, Lois
Alaska: The Forty-ninth State	- Lindquist, Willis
Possum	- McClung, Robert M
Find the Constellations	- Rey, H. A.
This is New York	- Saek, Miroslav
This is San Francisco	- Saek, Miroslav
Gaily We Parade	- Brewton, John
Bronzeville Boys and Girls	- Brooks, Gwendolyn
Rhymes About the City	- Chute, Marchette
Favorite Poems Old and New	- Ferris, Helen
Taxis and Toadstools	- Field, Rachel
City Rhythms	- Frifalconi, Ann
The Life I Live: Collected Poems	- Lenski, Lois
I Live In the City	- Tippett, James
Blaze and the Mountain Lion	- Anderson, Clarence W.
Hawaiian Coffee Picker	- Bannon, Laura
Barto Takes the Subway	- Brenner, Barbara
Not a Teeny Weeny Wink	- Bennett, Richard
Down the Mississippi	- Bulla, Clyde
Did You Carry the Flag Today, Charley?	- Caudell, Rebecca
Roger and the Fox	- Davis, Lavinia
Sea of Grass	- Floelke, Louise Lee
Little Boy Brown	- Harris, Isabel
Little Hawaiian Horse	- Hays, Wilma Pitchford
Minn of the Mississippi	- Holling, Clancy
Nino and His Fish	- Hurd, Edith Tacher & Clement
New Boy in School	- Justus, May
Mister Chu	- Keating, Norma
My Dog Is Lost!	- Keats, Ezra
High-Rise Secret	- Lenski, Lois
House-Boat Girl	- Lenski, Lois
We Live in the Southwest	- Lenski, Lois
Benjie	- Lexau, Joan M.
Striped Ice Cream	- Lexau, Joan M.
Blueberries for Sale	- McClosky, Robert
Lentil	- McClosky, Robert
Benjie Goes Into Business	- Martin, Patricia
The Rice Bowl	- Martin, Patricia
Moy, Moy	- Politi, Leo
Pedro, The Angel of Ohvera Street	- Politi, Leo
Piccolo's Prank	- Politi, Leo
Joel and the Wild Goose	- Sandberg, Helga
The Biggest Bear	- Ward, Lynd

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit II

The First Book of India	- Bothwell, Jean
Along the Seashore	- Buck, Margaret Waring
Tide Pools and Beaches	- Clemons, Elizabeth
Dera: A Village in India	- Cooke, David
Lakhmi: Girl of India	- Darbois, Dominique
My Village in France	- Gidal, Sonia and Gidal Tim
My Village in India	- Gidal, Sonia and Gidal Tim
My Village in Morocco	- Gidal, Sonia and Gidal Tim
Just So Stories	- Kipling, Rudyard
Young India: Children of India at Work and at Play	- Norris, Marianna
Uttam, A Boy of India	- Schloat, G. Warren
Bala: A Child of India	- Silvertone, Marilyn and Miller
India: Old Land, New Nation	- Watson, Jane Werner
The Magic of Music, Book 2	- Watters, Lorraine E.
The Magic of Music, Book 3	- Watters, Lorraine E.
The Life I Live: Collected Poems	- Lenski, Lois
The Paper-Flower Tree	- Ayer, Jacqueline
The Poppy Seeds	- Bulla, Clyde Robert
The Mouse Palace	- Carpenter, Frances
A Bell for Ursli	- Chonz, Selina
Looking-for-Something	- Clark, Ann Nolan
Oasis of the Stars	- Economakis, Olga
Candido	- Eiseman, Alberta
Pictures for the Palace	- Fifield, Flora and Langner
My Name Is Nicole	- Frere, Maud
The Boy in the Rooftop School	- Hayes, Florence
The Red Balloon	- Lamorisse, Albert
Sia Lives in Kilimanjaro	- Lindgren, Astrid
Hans and Peter	- Petrides, Heidrun
Little Leo	- Politi, Leo
Rosa	- Politi, Leo
Moon Blossom and the Golden Penny	- Slobodkin, Louis
Kahasa Goes to the Fiesta	- Sotomayor, Antonio
Ride the Cold Wind	- Surany, Anico
Silver from the Sea	- Tooze, Ruth
Sumi's Prize	- Uchida, Yoshiko
Sumi's Special Happening	- Uchida, Yoshiko
Crow Boy	- Yashima, Taro
The Village Tree	- Yashima, Taro

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit III

The Birds and the Beasts were There	- Cole, William
Favorite Poems Old and New	- Ferris, Helen
The Golden Flute: An Anthology of Poetry for Young Children	- Hubbard, Alice and Adeline Babbitt
Limericks by Lear	- Lear, Edward
Nonsense Songs	- Lear, Edward
Scroobious Pip	- Lear, Edward and Nash, Ogden
The First Book of Poetry	- Peterson, Isabel J.
Tirra Lirra: Rhymes Old and New	- Richards, Laura E.
Boy Blue's Book of Beasts	- Smith, William Jay
Mr. Picklepaw's Popcorn	- Adams, Ruth
Thumbelina	- Andersen, Hans Christian
The Dog Who Thought He Was a Boy	- Annett, Cora
The Good Tiger	- Bowen, Elizabeth
Mike Mulligan and His Steam Shovel	- Burton, Virginia Lee
The Happy Lion	- Fatio, Louise
The Happy Lion Roars	- Fatio, Louise
The Happy Lion's Quest	- Fatio, Louise
The Three Happy Lions	- Fatio, Louise
The Fabulous Firework Family	- Flora, James
Grandpa's Farm	- Flora, James
My Friend Charlie	- Flora, James
Sherwood Walks Home	- Flora, James
Nothing at All	- Gag, Wanda
Jokes, Jokes, Jokes	- Hoke, Helen
More Jokes, Jokes, Jokes	- Hoke, Helen
Red Biddy and Other Stories	- Hough, Charlotte
Harold and the Purple Crayon	- Johnson, Crockett
Just So Stories	- Kipling, Rudyard
The Cow Who Fell in the Canal	- Krasilovsky, Phyllis
Noodles, Nitwits, and Numbskulls	- Leach, Maria
Burt Dow, Deep-Water Man	- McCloskey, Robert
High, Wide, and Handsome Tales	- Merrill, Jean
Black Within and Red Without	- Morrison, Lillian
The Little Old Woman Who Used Her Head	- Newell, Hope
Randy's Dandy Lions	- Peet, Bill
Curious George	- Rey, Hans
Curious George Gets a Medal	- Rey, Hans
Curious George Rides a Bike	- Rey, Hans
Curious George Takes a Job	- Rey, Hans
Three Strong Women: a Tall Tale from Japan	- Stamm, Claus
The House on East 88th Street	- Waber, Bernard
Lyle, Lyle, Crocodile	- Waber, Bernard
A Pocketful of Riddles	- Wiesner, William
Riddles of Many Lands	- Withers, Carl and Sula Benet
Ostriches	- Zim, Herbert

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit IV

The How and Why Wonder Book of Planets and Interplanetary Travel	- Highland, Harold J.
Flights of the Astronauts	- Shelton, William Ray
Orbiting Stations, Stopovers to Space Travel	- Stambler, Irwin
The Universe	- Zim, Herbert S.
Science for You, Book Two	- Craig, Gerald S.
Science for You, Book Three	- Craig, Gerald S.
Science for You, Book Four	- Craig, Gerald S.
Satellites in Outer Space	- Asimov
A Book of Astronauts for You	- Branley, Franklyn M.
A Book of Moon Rockets for You	- Branley, Franklyn M.
A Book of Satellites for You	- Branley, Franklyn M.
Rockets and Satellites	- Branley, Franklyn M.
Space Monkey: The True Story of Miss Baker	- Burt, Olive
Let's Go on a Space Trip	- Chester, Michael
Spacecraft at Work	- Elting, Mary
Around the World in Ninety Minutes: The Journey of Two Astronauts	- Feravolo, Rocco V.
When I Go to the Moon	- Lewis, Claudia
True Book of Space	- Podendorf, Illa
The World Is Round	- Ravielli, Anthony
This Is Cape Kennedy	- Sasek, Miroslav
The Three-Seated Space Ship	- Slobodkin, Louis
The Question and Answer Book of Space	- Sonneborn, Ruth A.

With Skies and Wings Level 9 Unit V

The Magic of Music, Book 3	- Watters, Lorrain
Garden Spider	- Adrian, Mary
Gray Squirrel	- Adrian, Mary
Everyday Insects	- Allen, Gertrude
A Bird Is Born	- Bosiger, E. and Guilcher, J. M.
Traveling with Birds: A Book of Bird Migration	- Boulton, Rudyard
Silent Visitor	- Brauner, Theodore
The Life of the Kangaroo	- Breeden, Stanley and Kay
Ookie, The Walrus Who Likes People	- Bridges, William
Zoo Babies	- Bridges, William
Zoo Pets	- Bridges, William
I Am A Mouse	- Coggins, Herbert
I Caught a Lizard	- Conklin, Gladys
Lucky Ladybugs	- Conklin, Gladys
Kangaroos and Other Animals with Pockets	- Darling, Louis

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit V (cont'd)

Squirrels in the Garden	- Earle, Olive L.
Robins on the Window Sill	- Eberle, Irmengarde and Myron E. Scott
The Restless Robin	- Flack, Marjorie
How to Read a Rabbit	- Fritz, Jean
Ladybug, Ladybug, Fly Away Home	- Hawes, Judy
Watch Honeybees with Me	- Hawes, Judy
Earthworms	- Hogner, Dorothy
Insects Do the Strangest Things	- Hornblow, Leonora and Arthur
The Travels of Monarch X	- Hutchins, Ross E.
A Book of Snails	- Kellin, Sally Moffett
The Surprising Kangaroos and Other Pouched Mammals	- Lauber, Patricia
The Tall Grass Zoo	- Lubell, Winifred and Cecil
Ruby Throat: The Story of a Humming Bird	- McClung, Robert M.
Monarch Butterfly	- Marcher, Marion W.
When Animals Change Clothes	- May, Charles Paul
First Aid for Insects and Much More	- Mitchell, Arthur A.
The Butterflies Come	- Politi, Leo
Spiders Are Spinners	- Rosen, Ellsworth
Home: The Tale of a Mouse	- Schlein, Miriam
The Snake in the Carpool	- Schlein, Miriam
The Story of Ants	- Shuttleworth, Dorothy
Ellen's Blue Jays	- Sterling, Dorothy
Catch a Cricket	- Stevens, Carla
Birds in Their Homes	- Webb, Addison
Your Friend, the Insect	- White, Florence

With Skies and Wings Level 9 Unit VI

One Hundred One Hand Puppets	- Cummings, Richard
Making Easy Puppets	- Lewis, Shari
Easy Puppets	- Pels, Gertrude
Folk Plays for Puppets You Can Make	- Tichenor, Tom
The Magic of Music, Book 2	- Watters, Lorrain E.
The Magic of Music, Book 3	- Watters, Lorrain E.
Tales from the Story Hat: African Folk Tales	- Aardema, Verna
The Fables of Aesop	- Aesop
Fables from Aesop	- Aesop
The Jataka Tales	- Babbitt, Ellen C
Cautionary Verses	- Belloc, Hilaire
Perez and Martina	- Belpre, Pura
The Tiger and the Rabbit and Other Tales	- Brown, Emily
How Rabbit Stole Fire	- Brown, Emily

SUGGESTED LITERATURE
Reading Level 9

With Skies and Wings Level 9 Unit VI (cont'd)

The Flying Carpet	- Brown, Marcia
The Fables of La Fontaine	- Brown, Margaret Wise
The King's Drum and Other African Stories	- Courlander, Harold
Why the Sun and Moon Live in the Sky	- Grimm, The Brothers
The Wolf and the Seven Little Kids	- Grimm, The Brothers
The Traveling Musicians	- Grimm, Jakob
Gone Is Gone	- Grimm, Jakob and Wilhelm
Uncle Remus, His Songs and His Sayings	- Harris, Joel Chandler
Jambo, Sungura: Tales from East Africa	- Heady, Eleanor B.
When The Stones Were Soft: East African Fireside Tales	- Heady, Eleanor E.
Issun Boshi, the Inchling: An Old Tale of Japan	- Ishii, Momoko
Favorite Fairy Tales Told in England	- Jacobs, Joseph
The Golden Seed	- Konopnicka, Maria
Twenty-five Fables	- Montgomerie, Norah
Tikki, Tikki, Tembo (China)	- Mosel, Arlene
Cinderella: or The Little Glass Slipper	- Perrault, Charles
Puss in Boots	- Perrault, Charles
Journey Cake, Ho!	- Sawyer, Ruth
The Extraordinary Tug-of-War	- Schatz, Letta
The Very Special Badgers: A Tale of Magic from Japan	- Stamm, Claus
Once There Was and Was Not	- Tashjian, Virginia
Fairy Tales from the British Isles	- Williams-Ellis, Amabel
The Golden Crane	- Yamaguchi, Tohr

Other Suggested Reading

Touch Me, Touch Me Not	- Mannheim, C.
Sacagawea	- Voight, V.
Sun, Moon and Stars	- Freeman, M. B.
Mud, Mud, Mud	- Klein, L.
Kate Can Skate	- Olds, H. D.
George Washington	- D'Aulaire, I.
Come On-Along Fish	- Brock, E. L.
Luther Burbank	- Kraft, K.
Farm Animals	- Mannheim, C.
Why It's a Holiday	- McGovern, A.
Kristie and the Colt	- Brock, E. L.
Your Body and How It Works	- Lauber, P.
Hey Horses	- Palazzo, T.

SUGGESTED LITERATURE
Reading Level 9

Other Suggested Reading Level 9 (cont'd)

Andrew Jackson	- Martin, P. M.
Lafayette	- Bishop, C. H.
Alexander Graham Bell	- Montgomery, E. R.
Abraham Lincoln	- Judson, C. L.
Fairy Stories	- Dolch, E. W.
Courage of Sarah Noble	- Dalgliesh, A.
Down, Down the Mountain	- Credle, Ellis
Henry Huggins	- Cleary, Beverly
Honk, the Moose	- Strong, Phil
Just So Stories	- Kipling, Rudyard
Little House in The Big Woods	- Wilder, Laura
Mary Poppins	- Travers, Pamela
Mr. Popper's Penguins	- Atwater, Richard
Pippi Longstocking	- Lindgren, Astrid
Wee Gillis	- Leaf, Munro
Simple Machines and How They Work	- Sharp, E. N.
How The Grinch Stole Christmas	- Seuss, Dr.
Pinocchio	- Collodi, C.
Caddie Woodlawn	- Brink, Carolyn
Thee Hannah	- De Angeli, Marguerite
Little Cow and The Turtle	- DeJong, Meinert
Twenty-One Balloons	- DuBois
Matchlock Gun	- Edmonds
The Moffats	- Estes, Eleanor
The Melendy Family	- Enright
Black Stallion	- Farley
Brighty of the Grand Canyon	- Henry, Marguerite
Justin Morgan Had A Horse	- Henry, Marguerite
Thomas Jefferson	- Judson, Clare

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 10 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants
   - a. c (ocean)
   - b. ch (character)
   - c. ch (machine)
   - d. dge (edge)
   - e. gu (guard)
   - f. t (fortune)
   - g. wr (write)
2. Consonant Clusters
   - a. (g) g (guard)
3. Digraphs
4. Vowels
   - a. (iy) ie (piece)
   - b. (ow) ou (shoulder)
   - c. (ow) ou followed by gh (although)
   - d. e (field)
   - e. (iy) ea (piece)
   - f. (iy) ee (seen)
   - g. (ey) e followed by gh (weigh)
5. Vowel Consonants
   - a. (ɔr) ar (warm)

B. Structural Analysis:

1. Affixes and word parts
   - a. Prefixes un (unloading)
   - b. Suffixes; ful (helpful)
     -ness (kindness)
     -ous (joyous)
   - c. Word parts ion with spelling variations
2. Generalizations introduced
   - a. A syllable is an auditory unit
   - b. A vowel that comes before a doubled consonant letter usually represents an unglided vowel sound
   - c. In words ending with y the y is replaced by i before er or est
   - d. Words that must be divided at the end of the line are divided by certain principles
3. Graphemic bases
   - a. edge (ledge)
   - b. ief (chief)
   - c. udge (nudge)
4. Syllabication
   - a. Review Rules 1, 2, 3, and 4

LEVEL 10 -- LANGUAGE ARTS (cont'd)

II. COMPREHENSION

A. Inferential:
   1. Identifying with characters or incidents
   2. Interpreting figurative language
   3. Making inferences
      a. Cause and effect relationships
      b. Character traits
      c. Comparisons
      d. Main ideas
      e. Supporting details
   4. Making judgments
      a. Of fact or opinion
      b. Of reality or fantasy
      c. Of adequacy and validity
      d. Of worth, desirability and acceptability
   5. Predicting outcomes
   6. Reacting to the author's use of language
   7. Imagery

B. Literal:
   1. Classifying
   2. Recognizing and recalling cause and effect relationships
      a. Comparisons
      b. Details
      c. Main ideas
      d. Sequence
   3. Synthesizing and summarizing

III. LANGUAGE

A. Language Development:
   1. Analyzing words and phrases
   2. Interpreting figurative language
   3. Understanding codes
   4. Understanding multiple expressions of a single idea
   5. Understanding the relationship of intonation to meaning

B. Language Expression:
   1. Listening and reacting
   2. Speaking
      a. Dramatization
      b. Reading poetry aloud
      c. Reporting
      d. Retelling old tales
      e. Sharing experiences and information with the group
   3. Writing

LEVEL 10 -- LANGUAGE ARTS (cont'd)

BEST COPY AVAILABLE

C. Vocabulary:
   1. Developing word meanings
      a. Multiple meanings
      b. Terminology;
         -antonym
         -hyphenation (end of line hyphen)
         -syllable
         -synonym
      c. Using content clues to determine definitions
      d. Words with similar meanings
   2. Expanding vocabulary
      a. Adding affixes to form new words
      b. Colloquial expressions
      c. Learning the origin of names
      d. Solving word puzzles
      e. Using descriptive words for clearer expression
      f. Using the glossary to find meanings of unfamiliar words
   3. Recognizing new words
      a. New words and meanings
      b. Word recognition

D. Mechanics:
   1. Learn to capitalize
      a. First word in greeting and closing of a business letter
      b. Business firms
      c. Governmental departments
      d. Outlining main topics
      e. The first word of each line of poetry
      f. First word in direct quotation
      g. After statements (telling sentences) which are direct quotations
   2. Learn to punctuate
      a. Question Mark - introduce question marks after questions which are direct quotations
      b. Exclamation Point - after exclamatory sentences
      c. Comma; after words "yes" and "no" at the beginning of sentences which answer questions
         -between last name and first name when last name is written first
         -between name of person addressed and rest of the sentence
      d. Apostrophe - in plurals of numbers and letters
      e. Hyphen - for combinations of two or more words into compound word
      f. Underline - reinforce underlining titles of books and newspapers

LEVEL 10 -- LANGUAGE ARTS (cont'd)

h. Dash - reinforce dash between numbers in reference to pages and hours in reference to time

3. Learn to use words correctly
   a. Forms of the verb be (present-past)
   b. Review irregular verbs
   c. Subject and verb agreement
4. Learn to use correct sentence structure
   a. Development of simple sentences using adjectives and adverbs
   b. Subject, predicate and direct object
5. Learn to use correct paragraph structure
   a. Develop an idea using two or three sentences
   b. Use indentation
6. Learn to use correct letter form
   a. Business letters
   b. Continuation of personal letter
7. Learn to proofread
   a. Reinforce symbols taught at previous levels
   b. Introduce symbol for error in grammar (gr)
   c. Introduce syllabication at end of line is incorrect (syl)
   d. nc - not clear
   e. cic - corrected in class by pupil
   f. r-w - review work
8. Heading on papers
   a. First name and last name on left-hand side of paper
      -date on right-hand side
      -heading of paper center of the next line

IV. STUDY SKILLS

A. Locating Information:
   1. Seeking information from sources other than books
   2. Skimming for specific information
   3. Suggested references to recource books
   4. Topics for research
   5. Using book parts
      a. Footnotes
      b. Glossary

B. Organizing Information:
   1. Review all alphabetical arrangement
   2. Applying information found in glossary
   3. Organizing ideas and information
   4. Summarizing

C. Using Visual and Representational Materials:
   1. Developing and interpreting a time line
   2. Maps and charts
   3. Measuring

LEVEL 10 -- LANGUAGE ARTS (cont'd)

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:
1. Biography
2. Fables
3. Folk tales
4. Haiku
5. Historical fiction
6. Humorous fiction
7. Legends
8. Myths

B. Graphic Techniques in Literature:
1. Relating illustrations to literature
2. Relating types to illustrations
3. Poetry
4. Prose

C. Literary Forms:
1. Drama
2. Poetry
3. Prose

D. Writer's Craft:
1. Author's purpose
2. Author's style
3. General style and structure
   a. Awareness of humor
   b. Awareness of similarity in plots and themes
   c. Comparing fictional and informational writing
   d. Distinguishing between fact and fiction

VI. CREATIVITY

A. Before the Reading Experience:
1. Awareness of a problem to be solved or a difficulty to be faced
2. Confrontation with ambiguities and uncertainties
3. Familiar made strange or strange made familiar
4. Heightened anticipation and expectation
5. Predicting from limited information
6. Structuring tasks to give clues and direction
7. Taking the next step beyond what is known
8. Using existing knowledge and experiences as a springboard

B. During the Reading Experience:
1. Exploring missing elements
2. Identifying with characters
3. Predicting from limited information
4. Reacting to character's actions, personalities and emotions

LEVEL 10 -- LANGUAGE ARTS (cont'd)

5. Visualizing places and events

C. After the Reading Experience:
   1. Discussing personal reactions to story elements and events
   2. Discussing the author's purpose
   3. Elaborating what is read
      a. Artistic expression
      b. Dramatization, role playing, puppet shows, pantomime
      c. Writing
   4. Encouraging future projection
   5. Going beyond the obvious
   6. Identifying with character's personalities and emotions
   7. Improbabilities entertained and multiple hypotheses encouraged
   8. Searching for solutions
   9. Taking the next step beyond what is known
   10. Transforming and rearranging information
   11. Visualizing details

VII. MATERIALS

A. Required - Ginn 360:
   1. All Sorts of Things
      a. Text (pupil and teacher's handbook)
      b. Skills Handbook (workbook) pupil and teacher's edition
      c. Self help activities sheets - pupil and teacher's edition

B. Alternate Reading Program - approval of Reading Department:
   1. Programmed reading (Sullivan)
   2. Scott, Foresman

C. Supplementary Materials* - optional - use only appropriate pages as related to Level 10 skills
   1. Ginn Word Enrichment Program - Levels 1, 2, 3, 4, 5, 6, 7.
   2. Modern Curriculum Press - Phonics Workbook A-B-C
   3. Lyons and Carnahan - The New Phonics We Use A-B-C-D-E-F
   4. Barnell Loft, Ltd. - Specific Skills Series A-B-C-D-E-F
   5. Continental, Hayes, Jenn Duplicating Masters
   6. Teacher Made Materials
   7. SRA Word Games - Reading Laboratory Ia, IIc
   8. Scholastic Individualized Reading Kit

*Refer to Supplementary Material Index.

LEVEL 10 -- LANGUAGE ARTS (cont'd)

9. EDL Controlled Reader and Language Master
10. Library filmstrip and tapes
11. Creativity Idea books: Can You Imagine? For Those Who Wonder (Myers, Torrance)
12. Spelling Books
    a. Noble and Noble - Spell/Write - Pink
    b. Scott, Foresman - Spelling Our Language Book 3
    c. Houghton Mifflin - Power To Spell - Book 3
    d. McGraw Hill - Basic Goals in Spelling - Book 3
    e. Economy Company - Continuous Progress Spelling Kit
13. Language Books
    a. Harcourt, Brace & World - The Roberts Series
    b. Scott, Foresman - Language and How To Use It
    c. Laidlaw - Experiences in Language Book 3
    d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 3
14. Handwriting
    a. Scott, Foresman - Writing Our Language Book 2
15. Enrichment Materials
    a. Crossword Puzzles - Dr. Herr - Book 1
    b. Games
    c. Merrill - Phonics Skill Text - tape and workbooks - Level C & D
    d. Dictionary - Barnhart Junion Dictionary
16. Reader's Digest Skillbooks

VIII. EVALUATION

A. Required:
    1. Ginn Achievement Test - Level 10
    2. Language Arts Test - Level 11
    3. Teacher Made Test

B. Optional:
    1. Informal Reading Inventory - back of teacher's edition
    2. Fountain Valley Teacher's Support System (Pre-test, Post-test of skills)
    3. Initial Screening Test - Ginn
    4. Gates-McGinite Reading - standardized

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

A. Capitalize the following:

1. the f b i helps to capture dangerous men.
2. i have a favorite poem and it begins this way;

   the ostrich is a silly bird

   with scarcely any mind.

3. The outline form begins:

   I. favorite pets

      A. horses

      B. dogs

      C. cats

B. Use the proper punctuation:

1. Yes I'd rather go by myself
2. Peter Smith is listed Smith Peter in the phone book
3. Paul said, "Will you come too"
4. Can she count by 10s
5. Jennifer just finished reading, The Black Stallion by Walter Farley.
6. Tomorrow is my birthday, and I'm so excited
7. The time was 1020 before we left the house.
8. She said, come here right now

C. Write an example of a business letter and address an envelope.

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

C. Business letter and envelope (cont'd):

Letter

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Envelope

D. Write 3 sentences using adjectives and adverbs in each one. Circle your adjectives and underline your adverbs in each one.

1. _____

2. _____

3. _____

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

E. Write a paragraph using the correct form on one of the following topics:

1. The School Gym
2. My Favorite Food
3. Holidays
4. Tell How Something is Done

F. Proofread the following and correct the errors by re-writing the paragraph correctly. Be careful of your form.

recently as i was traveling i found a penny i thought about the many journeys this penny had been on and wished i could travel as much just think of traveling from pocket to pocket

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name _____ Date _____

G. Draw a line between the subject and predicate. Circle the noun and underline the verb. Place d.o. over the direct object.

1. My friend eats his lunch.

2. Your mother bakes cookies.

3. Some children play cards.

4. The rabbit eats clover.

H. Write synonyms for the following:

1. penny _____ 3. lad _____

2. mug _____ 4. pan _____

I. Write an antonym for each of the following:

1. wealthy _____ 3. pretty _____

2. pleasant _____

J. Dictate 10 spelling words so far this year:

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

K. Alphabetize the following: Write in correct order:

threat
thread
three
thready

L. Root words and endings - be careful! Not all columns will be filled each time.

	ed	ing	es	s
1. scurry				
2. twinkle				

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

L. Root words and endings (cont'd)

	ed	ing	es	s
3. harvest				
4. charm				
5. cloak				
6. stack				
7. spare				
8. shine				

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

A. Capitalize the following:

1. The F. B. I. helps to capture dangerous men.
2. I have a favorite poem and it begins this way:

The ostrich is a silly bird,
With scarcely any mind.

3. The outline form begins:

I. Favorite Pets

A. Horses
B. Dogs
C. Cats

B. Use the proper punctuation:

1. Yes, I'd rather go by myself.
2. Peter Smith is listed Smith, Peter in the phone book.
3. Paul said, "Will you come too?"
4. Can she count by 10's?
5. Jennifer just finished reading, The Black Stallion, by Walter Farley.
6. Tomorrow is my birthday, and I'm so excited!
7. The time was 10:20 before all left the house.
8. She said, "Come here right now!"

C. Write an example of a business letter and address an envelope:

letter envelope

D. Write 3 sentences using adjectives and adverbs in each one. Circle your adjectives and underline your adverbs in each one.

E. Write a paragraph using the correct form on one of the following topics:

1. The School Gym
2. My Favorite Food
3. Holidays
4. Tell How Something is Done

F. Proofread the following and correct the errors by re-writing the paragraph correctly. Be careful of your form.

Recently as I was traveling I found a penny. I thought about the many journeys this penny had been on and wished I could travel as much. Just think, traveling from pocket to pocket!

LEVEL 10 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

G. Draw a line between the subject and predicate. Circle the noun and underline the verb. Place d.o. over the direct object.

1. My friend <u>eats</u> his lunch. (d.o. over "lunch")
2. Your mother <u>bakes</u> cookies. (d.o. over "cookies")
3. Some children <u>play</u> cards. (d.o. over "cards")
4. The rabbit <u>eats</u> clover. (d.o. over "clover")

H. Write synonyms for the following:

1. penny
2. mug
3. lad
4. pan

I. Write an antonym for each of the following:

1. wealthy
2. pleasant
3. pretty

J. Dictate 10 spelling words so far this year:

K. Alphabetize the following: Write in correct order:

		correct
1.	threat	thread
2.	thread	thready
3.	three	threat
4.	thready	three

L. Root words and endings - be careful!

1.	scurry	scurried	scurrying	scurries	
2.	twinkle	twinkled	twinkling	--	twinkles
3.	harvest	harvested	harvesting	--	harvests
4.	charm	charmed	charming	--	charms
5.	cloak	cloaked	cloaking	--	cloaks
6.	stack	stacked	stacking	--	stacks
7.	spare	spared	sparing	--	spares
8.	shine	shined	shining	--	shines

SUGGESTED SPELLING LIST

LEVEL 10

admiration
admired
aha
alerts
alfalfa
also
altar
altered
America
ancestors
angrily
ankles
Anthony
anywhere
apart
appreciate
approach
arch
arrived
Arthur
articles
assemble
astir
astronomy
auto
automobile
avoids
awnings
babies
backwards
badly
bait
bake
bakery
baking
bamboo
bananas
bar
Barnum
barracks
base
battered
beads
beard
beneath
bewitched
bidding
bigger
biting
bitter
blackened
bleak
blistering
blobs
bloodhound
blossoms
bodies
boil
boilers
bolts
bonnet
bores
bounce
brace
bit
brains
brand
brave
breathe
breathless
breeds
bubbling
Buck
bucket
budge
buggies
buggy
bulged
bulkier
bullets
bundles
cabbage
calf
calm
canal
capital
Captain
cargo
cases
cash
caused
celebrate
celebration
changing
chanter
charge
charm
cheated
cheerfully
chief
choose
chores
Christmas
chuckled
churches
cities
claim
clam
clean-up
cling
cloak
clockmaker
closing
clothing
clubs
clumsy
coast
cocoa
colonies
colonist
colors
combined
commanding
cranked
crawlers
credit
crept
crest
crimes
criminal
crinkled
critters
croaked
crop
crossly
crowbars
crown
crushed
cushion
cutters
dabs
Daddy
dancing
dangerous
darkness
deal
death
decaying
dedicated
degrees
delicious
demanded
deserved

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

despite
dill
dimly
discovered
district
divided
dollar
double
dragon
drained
dredges
dried
drooping
drowned
drumming
drunk
dusk
duty
dwarf
eager
earlier
ease
edition
* eight
eldest
elegant
eleven
emptied
endurance
engine
engineers
England
English
enjoying
enormous
equaled
eve
everybody
examine
example
expected
explained
eyebrows
fact
factory
fairyland
families
fare
fatter
feasting
ferry
figure
fireworks
firmly
flared
flood
flung
flute
fond
foodstuffs
fooling
forced
forever
fought
foundation
fountain
frantically
freight
French
fried
frolicked
fury
fussed
general
gentlemen
gently
giggles
given
giving
glare
glided
gods
goldfish
gotten
glory
grandparents
grant
grating
greatest
grove
guide
gull
guns
hairy
hall
hallway
handfuls
handgrip
handling
handsome
handsomest
happiest
harbor
harness
harvested
hasty
hauled
haunted
hazel
heart
helpful
hoist
holiday
holy
hooked
hoop
hooray
hospitals
hotels
housewives
howl
humdinger
hunger
hungrily
hurricane
icy
Independence
Indians
instructions
intelligent
inventions
Ireland
iron
itching
* its
jerked
jewels
jewelry
Jim
jounced
joy
July
keen
kindly
kindness
lace
laid

*Dolch
Additional decodable words Level 10 T.G. p. 376

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

lamp
laughter
layer
lend
lent
lesson
lifeless
lightly
limber
lips
listeners
lively
lockers
lonely
loop
lorry
losing
lovely
lowered
loyal
lugged
lumps
machinery
major
making
managed
maps
marbles
March
married
mass
mat
match
mathematics
mayor
meanwhile
memory
meow
messengers
mew
Mexico
midnight
million
mist
models
molded
moor
motorboats
muddy
muffle
murmuring
muscles
muskets
musk ox
nearly
neatly
nickel
nightly
noble
noticing
nurse
nuzzled
oats
observation
oil
okay
old-fashioned
others
ought
overflowing
owe
package
paid
pajama
palm
pantry
parents
parlor
pasted
patrolman
pattern
pavement
payment
peaceful
peat
pedal
pedestal
peep
peering
perking
person
pickle
pier
pierced
piggy-back
pins
piper
piston
pitchfork
placing
pleaded
pleasantest
plug
pokes
politely
pool
popular
possibly
posts
potato
potatoes
prayer
prepared
President
prettiest
priests
princess
printers
produce
program
protectors
providing
punishment
pure
puzzled
quit
radar
ram
raven
recently
related
remaining
remarkable
remind
repeat
reporter
rescue
ribs
rice
rid
ripen
roamed
robber
rollers
rule
rummage
rusty
sacrifice
safely
sailboats
sailors
saleslady
satisfied

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

saucer
scale
scarlet
scoop
scorched
Scott
Scotland
scratched
scurried
secretary
section
select
seventy
shaft
shame
sharing
sharply
shelf
shelter
shelves
shepherd
shining
shouldn't
shovel
shrieked
shyly
simple
single
sixteen
sixth
sixty-eight
skaters
skinned
skipping
skyscrapers
sled
sleepily
slender
slot
smarted
smashed
snare
sneezing
snips
soaked
spare
sparkled
spear
specially
spiral
spoil
spoken
spot
sprang
spray
squashed
squeezing
stabbing
stack
stained
staircase
staring
statue
steal
steam
Steve
stole
stool
stone
storage
stories
storyteller
straightened
stranded
strode
struck
struggled
strung
stumbled
subways
suction pump
supplies
surveyors
suspected
swamp
swelled
swerve
swift
swimmers
switch
swooped
tadpoles
taken
taking
tape
tasseled
taught
telescope
television
temple
tend
terribly
thatch
themselves
there'll
thirsty
thirteen
thirty
thong
thrilled
thrown
thump
ticket
tickly
tightly
tingles
'tis
toast
tobacco
tone
tools
torch
tow
tractor
treat
tribe
trimmings
troopers
truthful
tuckered
tumbling
tune
twilight
twinkled
twinkling
ugly
unknown
unlatched
unless
unloading
unpaved
upstairs
useful
using
usually
vacation
vacuum
valuable
vow
wampum
wandered
warehouse
watchful

SUGGESTED SPELLING LIST

LEVEL 10 (cont'd)

waxed
wearily
weather
we'd
weed
weighed
we've
wheat
wherever
whew
whisked
whoa
whooshing
wick
widow
wistfully
withered
wobbly
woken
women
world's
worrying
worst
wound
wrapped
wrote
yo-yo
zeal
zero

SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit I

Told Under the Christmas Tree	- Association for Childhood, eds.
The Cat Club	- Averill, Esther
The Fire Cat	- Averill, Esther
A Book of Americans	- Benet, Rosemary Carr
The Christmas Sky	- Branley, Franklyn
Benjy's Luck	- Brecht, Edith
Cats	- Bronson, Wilfrid S.
Felice	- Brown, Marcia
Dancing Cloud	- Buff Mary and Conrad
Indian Hill	- Bulla, Clyde R.
Our Country's Freedom	- Cavanah, Frances
Our Country's Story	- Cavanah, Frances
In My Mother's House	- Clark, Ann Nolan
The Little Juggler	- Cooney, Barbara
A Walk in the City	- Dawson, Rose Mary and Richard
Bright April	- De Angeli, Marguerite
The Girl Scout Story	- De Leeuw, Adele
Cats Cats Cats Cats Cats	- De Regniers, Beatrice
And There Was America	- Duvoisin, Roger
The Animal's Christmas	- Eaton, Ann Thaxter
Raphael's Cat	- Evans, Katherine
Angus and the Cat	- Flack, Marjorie
Stars and Stripes: The Story of the American Flag	- Freeman, Mae Blacker
Indian Two Feet and His Eagle Feather	- Friskey, Margaret
Uncle Sam	- Gerson, Thomas I. and Hood, Flora M.
Mighty Hunter	- Hader, Berta and Elmer
Trudie and the Mitch Cow	- Hemschemeyer, Judith
Ladycake Farm	- Hunt, Mabel Leigh
Two Pesos for Catalina	- Kirn, Ann
Jose's Christmas Secret	- Lexau, Joan M.
I Feel the Same Way	- Moore, Lillian
Marshmallow	- Newberry, Clare T
Nothing Ever Happens on My Block	- Raskin, Ellen
This is New York	- Sasek, Miroslav
This Way, Delight	- Read, Herbert
Christmas Gift	- Rollins
The Christmas Anna Angel	- Sawyer, Ruth
The Year of the Christmas Dragon	- Sawyer, Ruth
Christmas Everywhere	- Sechrist, Elizabeth
Miranda and the Cat	- Smith, Linell
Young Folks	- Szasz, Suzanne and Lyman
Becky's Christmas	- Tudor, Tasha
Siamese Summer	- Warner, Edythe
Jared's Gift A Christmas Story	- Vance, Marguerite

SUGGESTED LITERATURE
Reading - Level 10

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Ginn 360 Level 10 Unit I

Fiesta of Folk Songs from Spain and Latin America - Yurchenko, Henrietta

Ginn 360 Level 10 Unit II

The Ashanti of Ghana - Bleeker, Sonia
Meeting With A Stranger - Bradley, Duane
Felice - Brown, Marcia
The Big Wave - Buck, Pearl S.
Greek Island - Buckley, Peter
Festivals of Japan - Buell, Hal
The Pear Tree, the Birch Tree and the Blueberry Bush - Carigiet, Alois
An African Adventure, Bemba - Clair, Andree
The Cat Who Went to Heaven - Coatsworth, Elizabeth
Cricket and the Emperor's Son - Coatsworth, Elizabeth
Ronnie and the Chief's Son - Coatsworth, Elizabeth
Norike Girl of Japan - Darbois, Dominique
Land in the Son: Story of West Africa - Davis, Russel and Ashabranner, Brant
The Tower by the Sea - De Jong, Meindert
Great Rulers of African Past - Dobler, Lavinia and Brown, William A
Taro and the Sea Turtles - Dobrin, Arnold
Folk Legends of Japan - Dorson, Richard M.
Mountains in the Sea: Challenge Crowded Japan - Gallant, Kathryn
My Village in Japan - Gidal, Sonia and Tim
Miss Happiness and Miss Flower - Godden, Rumer
Circus Day in Japan - Hicks, Eleanor B.
Getting to Know Japan - Jakeman, Alan
Living Japan - Keene, Donald
Sigemi: A Japanese Village Girl - Kirk, Ruth
The Cow Who Fell in the Canal - Krasilovsky, Phyllis
Visit With Us in Japan - Larson, Joan Pross
Kuma is a Maori Girl - Lawson, Pat
The Japanese in America - Leathers, Noel L.
The Greedy One - Martin, Patricia Miles
Taro and the Bamboo Shoot - Matsuno, Masako
Taro and the Tofu - Matsuno, Masako
The Japanese: People of the Three Treasures - Newman, Robert
Past and Present Japan - Reischauer, Edwin
Noy Lives in Thailand - Riwkin-Brick, Anna
Japanese Children's Favorite Stories - Sakade, Florence
Junichi, A Boy of Japan - Schloat, G. Warren
Made in Japan - Spencer, Cornelia
The Dumplings and the Demons - Stamm, Claus
Playtime in Africa - Sutherland, Efua
The Promised Year - Uchida, Yoshiko

SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit II (cont'd)

Takao and Grandfather's Sword	- Uchida, Yoshiko
The Magic Flute	- Updike, John
The Winged Watchmen	- Van Stockum, Hilda
The Land and People of Japan	- Vaughan, Josephine
An Introduction to Japan	- Webb, Hershel
The Busiest Boy in Holland	- Weil, Lisl
Taro Crow Boy	- Yashima
The Village Tree	- Yashima
The Golden Footprints	- Yashima

POEMS

Cricket Songs	- Behn, Harry
In a Spring Garden	- Lewis, Richard
The Moment of Wonder	- Lewis, Richard

SONGS

"A New Year's Greeting,"	The Magic of Music - Book Three Ginn, 1966, p. 105
"Kum Ba Yah,"	The Magic of Music - Book Four
"Pichipichi Jabujabu,"	The Magic of Music - Book Four Ginn, 1967. p. 123 and p. 186
"Sakura: Cherry Blossom Time,"	The Magic of Music - Book Four Ginn, 1967, p. 181
"The Puppet Show,"	The Magic of Music - Book Two Ginn, 1965, p. 138

FILMS

An Evening at Home with a Japanese Family	- John Colburn Associates
A Japanese Family at Dinner	- John Colburn Associates

FILMSTRIPS

Asiatic Lands and People	- Jam Handy, 1957
Children of Holland. "Children of Many Lands Series."	- Encyclopaedia Britannica Ed. Corp.
If You Were Born in Japan	- Educational Reading Service, 1968
Japan: Asia's Modern Power	- Bailey, 1966
Japanese Children. "Children of Many Lands Series."	- Encyclopaedia Britannica Ed. Corp.

Ginn 360 Level 10 Unit III

The Magic and Mystery of Words	- Adams, James
Little Witch	- Bennett, Anna
A Good Knight for Dragons	- Bradfield, Roger
A Bear Before Breakfast	- Clifford, Eth

SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit III (cont'd)

What Did You Dream?	- Craig, M. Jean
The Bears on Hemlock Mountain	- Dalgliesh, Alice
The Happy Birthday Egg	- De Jong, David C.
Old Wind and Liu Lisan	- Glasgow, Aline
Toby and the Nighttime	- Horgan, Paul
The Tree of Language	- Laird, Helene and Charlton
A Book of Dragons	- Manning-Sanders, Ruth
The Magic Spectacles and Other Easy-to-Read Stories	- Moore, Lillian
A Book of Dragons	- Nesbit, Edith
The Stowaway Piper	- Stirling, Lilla

Ginn 360 Level 10 Unit IV

Little Tim and the Brave Sea Captain	- Ardizzone, E.
Who Built the Dam?	- Bate, Norman
Squaw Dog	- Beatty, Patricia
Coast Guard in Action	- Bergaust, Eric
How to Care for Your Dog	- Bethell, Jean
The Fast Sooner Hound	- Bontemps, Arna
Engineers Did It!	- Bradbury, Duane
Mike Mulligan and His Steam Shovel	- Burton, Virginia
Jean Claude's Island	- Carlson, Natalie S.
The True Book of Oceans	- Carter, Katharine
Two Against the Tide	- Clements, Bruce
Tide Pools and Beaches	- Clemons, Elizabeth
Skyhooks: The Story of Helicopters.	- Coombs, Charles
What Makes a Car Go	- Corbett, Scott
This Is Automation	- Hirsch, S. Carl
Cargoes	- Huntington, Harriet E.
Barry: The Story of a Brave St. Bernard	- Hurlimann, Bettina and Paul
Policeman Small	- Lenski, Lois
Mine for Keeps	- Little, Jean
A Boy, a Dog and a Frog	- Mayer, Mercer
The True Book of Policeman and Fireman	- Miner, Irene
The Secret Three	- Myrick, Mildred
Silver Chief: Dog of the North	- O'Brien, Jack
Clara Barton	- Pace, MIldred M.
Floating Island	- Parrish, Anne
The True Book of Energy	- Podendorf, Illa
At Night	- Ressner, Philip
On the Beat: Policemen at Work	- Robinson, Barry and Martin J. Dain
Mrs. Herring	- Shemin, Margaretha
Sam's First Fish	- Shortall, Leonard

SUGGESTED LITERATURE
Reading - Level 10

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Ginn 360 Level 10 Unit IV (cont'd)

Men at Work in Alaska	- Smith, Frances C.
The Golden Frog	- Surany, Anico
Wake Up City	- Tresselt, Alvin
Murphy	- Unkelbach, Kurt
Wonders of the World Between the Tides	- Wakeman, Norman H.
Cruise of the Happy-Go-Gay	- Williams, Ursula Moray
What's Inside of Engines?	- Zim, Herbert S.

Ginn 360 Level 10 Unit V

The Story of Johnny Appleseed	- Aliki, Diogenes
The Voyage of the Sea Wind	- Beatty, Hetty B.
John Billington, Friend of Squanto	- Bulla, Clyde Robert
Cannonball Simp.	- Burningham, John
High Wind for Kansas	- Calhoun, Mary
Our Country's Story	- Cavanah, Frances
The Courage of Sarah Noble	- Dalgliesh, Alice
The Thanksgiving Story	- Dalgliesh, Alice
Abraham Lincoln	- D'Aulaire, Ingri and Edgar Parin
Buffalo Bill	- D'Aulaire, Ingri and Edgar Parin
Columbus	- D'Aulaire, Ingri and Edgar Parin
George Washington	- D'Aulaire, Ingri and Edgar Parin
Pocahontas	- D'Aulaire, Ingri and Edgar Parin
Animals That Made U. S. History	- Dorian, Edith
Stars and Stripes: The Story of the American Flag	- Freeman, Mae B.
The Cabin Faced West	- Fritz, Jean
Pilgrim Stories	- Hall, Elvajean
Cape Cod Adventure	- Hays, Wilma
A Bow for Turtle	- Heiderstadt, Dorothy
Selina the Circus Seal	- Helps, Racey
Money Round the World	- Hine, Al and John Alcorn
Bronco Charlie: Rider of the Pony Express	- Larom, Henry V.
Lentil	- McCloskey, Robert
If You Lived in Colonial Times	- McGovern, Ann
Rolling the Cheese	- Martin, Patricia Miles
The True Story of Jumbo the Elephant	- Mathieson, Eric
On Indian Trails with Daniel Boone	- Meadowcroft, Enid
The Pieces of Home	- Miles, Miska

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SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit V (cont'd)

Uncle Fonzo's Ford	- Miles, Miska
A Man Named Washington	- Norman, Gertrude
The Pilgrims	- Pine, Tillie S.
The Mission Bell	- Politi, Leo
ABC Molly	- Rietveld, Jane
ABC Book of Early Americana	- Sloane, Eric
Pezzo the Peddler and the Circus Elephant	- Slobodkina, Esphyr

Ginn 360 Level 10 Unit VI

The Arbuthnot Anthology of Childrens Literature	- Arbuthnot, May Hill
Time for Fairy Tales Old and New	- Arbuthnot, May Hill
The Adventures of Spider	- Arkhurst, Joyce
Norwegian Folk Tales	- Asbjornsen, Peter
Song Birds of the World	- Austin, Oliver L. Jr.
Cat Tales	- Belting, Natalia M.
The Earth Is on a Fish's Back: Tales of Beginnings	- Belting, Natalia M.
Copycat	- Borten, Helen
The Boy Who Could Do Anything	- Brenner, Anita
Once a Mouse	- Brown, Marcia
The Elephant's Bathtub	- Carpenter, Frances
Jack and the Three Sillies	- Chase, Richard
Norse Gods and Giants	- D'Aulaire, Ingri and Edgar Parin
Raphael's Cat	- Evans, Katherine
The Shepherd's Nosegay: Stories from Finland and Czechoslovakia	- Fillmore, Parker
Medicine Men of Hooper Bay	- Gillham, Charles E.
Grimm's Fairy Tales	- Grimm, Jakob and Wilhelm
Sleeping Beauty	- Grimm Jakob and Wilhelm
Snow White and the Seven Dwarfs	- Grimm, Jakob and Wilhelm
Tricky Peik and Other Picture Tales	- Hardendorff, Jeanne B.
Favorite Fairy Tales Told in Ireland	- Hardendorff, Jeanne B.
Favorite Fairy Tales Told in Japan	- Hardendorff, Jeanne B.
Favorite Fairy Tales Told in Norway	- Hardendorff, Jeanne B.
Favorite Fairy Tales Told in Russia	- Hardendorff, Jeanne B.
Favorite Fairy Tales Told in Spain	- Hardendorff, Jeanne B.
The Wave	- Hodges, Margaret

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SUGGESTED LITERATURE
Reading - Level 10

Ginn 360 Level 10 Unit VI (cont'd)

Otus, the Story of a Screech Owl	- McClung, Robert M
Red Indian Folk and Fairy Tales	- Manning-Sanders, Ruth
Shan's Lucky Knife	- Merrill, Jean
The Marsh Crone's Brew	- Olsen, Ib Spang
Perrault's Classic French Fairy Tales	- Perrault, Charles
The Blind Men and the Elephant	- Quigley, Lillian
The Buried Treasure and Other Tales	- Ross, Eulalie Steinmetz
Japanese Children's Favorite Stories	- Sakade, Florence
Grumpus and the Venetian Cat	- Seidler, Rosalie
The Beautiful Blue Jay and Other Tales of India	- Spellman, John W.
Belling the Tiger	- Stolz, Mary
Once There Was and Was Not	- Tashijian, Virginia
The Dancing Kettle and Other Japanese Folk Tales	- Uchida, Yoshiko
The Magic Listening Cap	- Uchida, Yoshiko
The Sea of Gold and Other Tales from Japan	- Uchida, Yoshiko
Siamese Summer	- Warner, Edythe R.
Little Owl	- Zimnik, Reiner

Other Suggested Reading Level 10

Good Day, Which Way	- Steiner, C.
Pirate Book	- Davidson, M.
How to Catch a Crocodile	- Pack, R.
Till Potatoes Grow on Trees	- Brock, E. L.
Our Veronica Goes to Petunia's House	- Duvoisin, R.
How the Grinch Stole Christmas	- Seuss, Dr.
Story of Christopher Columbus	- McGovern, A.
Paul Revere	- Saxon, G. R.
Horse That Swam Away	- Farley, W.
Tony Beaver, Griddle Skater	- Carmer, E.
William Penn	- Dolson, H.
Ulysses Grant	- Reeder, R.
Daniel Boone	- Martin, P. M.
Story of Numbers	- Lauber, P.
Terrible Mr. Twitmeyer	- Moore, L.
Champ, Gallant Collie	- Lauber, P.
Booker T. Washington	- Wise, W.
Frederick Douglass	- Graves, C.
Henry Clay	- Mooney, B.
Juliette Lowe	- Pace, M.
What Can You Do With a Pocket	- Merriam, F.
The Boy Who Stole the Elephant	- Kohler, J.
Willow Tree Village	- Lattimore, E.
Mr. Revere and I	- Lawson, Robert

SUGGESTED LITERATURE
Reading - Level 10

Other Suggested Reading Level 10 (cont'd)

Rabbit Hill	- Lawson, Robert
Ben and Me	- Lawson, Robert
Wind on the Moon	- Linklater, Eric
The Boy's King Arthur	- Malory, Sir Thomas
Winnie-the-Pooh	- Milne, A. A.
The Big Tigg[illegible] and Christian	- Huhlenweg, Fritz
The Borrowers	- Norton, May
The First Lake Dwellers	- Osborne, Chester
Ransom for A Knight	- Picard, Barbara
Crystal Mountain	- Hugh, Belle
Flood Friday	- Lenski, Lois
Cotton in My Sack	- Lenski, Lois
Strawberry Girl	- Lenski, Lois
The Lion, the Witch, and the Wardrobe	- Lenski, Lois

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 11 -- LANGUAGE ARTS

*REVIEW SKILLS FROM PREVIOUS LEVELS

KEY: i = initial
m = medial
f = final

I. DECODING SKILLS

A. Phonemic Analysis:

1. Consonants -- Review all consonants taught at previous levels
2. Vowel correspondence -- Review all skills taught at previous levels

B. Structural Analysis:

1. Affixes and word parts
   a. dis
   b. in (im)
   c. non
   d. be as a verb maker
   e. re as a verb maker
   f. en as a verb maker
   g. tr
   h. sub
   i. ad
2. Suffixes
   a. ous as an adjective marker
   b. ent as an adjective marker
   c. ant as an adjective marker
   d. ness as a noun marker
   e. ion as a noun marker
   f. ence as a noun marker
   g. ance as a noun marker
   h. able as an adjective marker
   i. ible as an adjective marker
   j. ling as a noun marker
   k. y as an adjective marker
   l. ic as an adjective marker
   m. ive as an adjective marker
   n. or as an agentive
   o. al as an agentive
   p. man as an agentive
   q. age as a noun marker
   r. ity as a noun marker
   s. ure as a noun marker
   t. hood as a noun marker
   u. ward
   v. ar as an adjective marker
   w. ian as a noun marker
   x. ist as a noun marker
   y. ish as an adjective marker
3. Word parts
   a. ment
   b. ion
4. Analogous word parts

LEVEL 11 -- LANGUAGE ARTS (cont'd)

5. Generalizations reviewed
   a. A vowel letter that comes before a double consonant letter usually stands for an unglided vowel sound.
   b. In words ending in y the y is replaced by i before ed is added.
6. Graphemic bases reviewed
   a. ink, ight, ound, ame, oun, eat, eep, ill, ack, ust
7. Hyphenated compounds reviewed
8. Infectional affixes
   a. ing
   b. ed does not represent a separate syllable
9. Syllabication reviewed
   a. Rules 1, 2, 3, 4

II. COMPREHENSION

A. Inferential:
   1. Identifying with characters or incidents
   2. Making inferences
      a. Cause and effect relationships
      b. Character traits
      c. Comparisons
      d. Main idea
      e. Story characters
      f. Supporting details
      g. Supporting ideas
   3. Making judgments
      a. Of adequacy and validity
      b. Of appropriateness
      c. Of fact or opinion
      d. Of reality or fantasy
      e. Of worth, desirability and acceptability
   4. Recognizing and recalling
      a. Cause and effect relationships
      b. Details
      c. Fact and opinion
      d. General and specific statements
      e. Main ideas
      f. Paragraph structure
      g. Sequence of events
      h. Supporting details
   5. Reorganizing
      a. Classifying
      b. Summarizing
      c. Synthesizing

III. LANGUAGE

A. Language Development:
   1. Collecting interesting words
   2. Collecting opposites
   3. Indirect description

LEVEL 11 -- LANGUAGE ARTS (cont'd)

4. Recognizing effects of stress on word meanings
5. Reword parts of sentences
6. Sentence fragments
7. Syntactical understanding
   a. Clues to sequence
   b. Meanings and uses of the word for
   c. Pronoun referents
   d. Signals to change of subject
   e. Words used to convey feelings of determination and doubt
8. Understanding a scientist's guarded language
9. Understanding meaning of phrases
10. Understanding the relationship of intonation to meaning
11. Using word association

B. Language Expression:
   1. Listening and reacting
   2. Reading beyond the text
   3. Speaking
      a. Creative dramatics
      b. Debating
      c. Developing good oral reading habits
      d. Dramatization
      e. Interviewing
      f. Pantomiming
      g. Reading a poem aloud
      h. Reading a story aloud
      i. Reporting
      j. Setting a poem to music
      k. Sharing experiences and information with the group
   4. Translating older or literary expressions
   5. Writing
      a. Comparisons
      b. Paragraphs
      c. Poems
      d. Reports
      e. Stories
      f. Story sequel

C. Vocabulary:
   1. Developing word meanings
      a. Antonyms
      b. Classifying words
      c. Hyphenated words
      d. New words and meanings
      e. Synonyms
      f. Understanding analogous relationships
      g. Using analogous word parts
      h. Using context clues to determine word meanings
      i. Using word associations
      j. Using words with similar meanings

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LEVEL 11 -- LANGUAGE ARTS (cont'd)

2. Expanding vocabulary
   a. Collecting interesting words
   b. Developing awareness of words from long ago
   c. Understanding Indian words
   d. Understanding Japanese words
   e. Understanding Spanish words
   f. Using the glossary to find meanings of unfamiliar words
   g. Develop new terminology
      -- Kernel sentence
      -- Morpheme
      -- Simile
      -- Narration
      -- Connectives
      -- Schwa

D. Mechanics:
   1. Learn to capitalize
      a. First word in main topic of outline
      b. First word in direct quotation
      c. Direction words which designate a section of the country
      d. Religious, races and nationalities
   2. Learn to punctuate
      a. Exclamation Point - after strong interjection
      b. Comma - for separation of transitional words (however, moreover, too, therefore, from the context)
         -between two sentences joined by "and", "or", "but"
      c. Apostrophe - in plural of numbers and letters
      d. Colon - after words which introduce a list or long series
      e. Hyphen - in numbers (thirty-five)
      f. Underline - for names of newspapers
   3. Learn to use words correctly
      a. Review forms of the verb <u>be</u>
      b. Review irregular verbs
      c. Subject and verb agreement
   4. Learn to use correct sentence structure
      a. Review of simple sentence structure with use of adjectives and adverbs
      b. Review subject, predicate and direct object
      c. Sentences beginning by using of or lack of a determiner
   5. Learn to use correct letter form
      a. Review business letter
      b. Continuation of personal letter

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LEVEL 11 -- LANGUAGE ARTS (cont'd)

6. Learn to use correct paragraph structure
   a. Develop three to four sentences with common idea
   b. Use indentation
   c. Use of simple connectives to show the relationship of idea in time
   d. Develop the narrative paragraph
7. Learn to proofread
   a. Reinforce all symbols of proofreading
   b. Introduce Ms - manuscript error
   c. Pro Res - unclear or incorrect pronoun
   d. W - poor word choice or vocabulary error
   e. T - tense error
8. Heading on papers
   a. First name and last name on left hand side of paper
      -Date on right hand side
      -Heading of paper cent of the next line

IV. STUDY SKILLS

A. Locating Information:
   1. Adjusting reading rate to type of material
   2. Skimming for specific information
   3. Use of book parts
      a. Contents
      b. Footnotes
      c. Glossary
   4. Assigning items [illegible]predetermined classes
   5. Determine classes [illegible]or groups of items
   6. Developing an outline
   7. Summarizing

B. Using General References:
   1. Encyclopedia
      a. Cross-references
      b. General information
      c. Index
      d. Location of specific information
   2. Glossary and dictionary
      a. Alphabetical arrangement
      b. Applying information found in glossary
      c. Definition selection
      d. General organization
      e. Information provided by
      f. Pronunciation key
      g. Respellings
      h. Root words

C. Using Visual and Representational Materials:
   1. Diagrams
      a. Family relationships
      b. Football

LEVEL 11 -- LANGUAGE ARTS (cont'd)

2. Maps
   a. Comparing information on maps
   b. Of geographic areas
   c. Using a scale of miles
   d. Using directional clues
   e. Using map key
3. Picture maps
   a. Labeling parts of
   b. Using map key
4. Tables of information
   a. Comparing the data
   b. Organizing

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Types of Literature:
   1. Biography
   2. Drama
      a. Characteristics
      b. Format
   3. Fable
      a. Awareness of the lesson a fable teaches
      b. Characteristics
   4. Fantasy
   5. Folk tales
      a. Awareness of similarity of plot and meaning among folk tales
      b. Characteristics
      c. Noting verbal and plot repetition
      d. Understanding of origin and purpose
      e. Historical fiction
      f. Myth
         -- Difference between a god and a hero
         -- Elements of hero tales
      g. Narrative poetry
      h. Newspaper
         -- Characteristics of feature articles
         -- Characteristics of news articles
         -- Comparing news and feature articles
         -- Format and content of a newspaper

B. Literary Form:
   1. Comparing stories for similarities in plot
   2. Drama
   3. Poetry
   4. Prose
   5. Sound devices
      a. Alteration
      b. Figurative language
      c. Metaphoric expressions
      d. Repetition
      e. Rhyme
      f. Rhythm
      g. Similes
      h. Word pictures

LEVEL 11 -- LANGUAGE ARTS (cont'd)

C. Writer's Craft:
   1. Awareness of mood
   2. Awareness of setting
   3. Character development
      a. Revealed indirectly by author
      b. Revealed through dialogue
      c. Revealed through first person
      d. Revealed through third person narrative
   4. Developing sensitivity to the author's style
      a. Descriptive details
      b. Descriptive paragraphs
      c. Indirect descriptions
      d. Symbolism
      e. Use of contrast
      f. Use of dialogue
      g. Use of factual information
      h. Use of flashback
      i. Use of foreshadowing
      j. Use of humor
      k. Use of language
   5. Plot development
      a. Clues to plot development
      b. Introduction, problem, action rises, climax, action falls, ending
      c. Problem, plans for solution, outcome
   6. Recognizing themes

VI. CREATIVITY

A. Before the Reading Experience:
   1. Heightening anticipation and expectation
   2. Hypothesizing
   3. Structuring tasks to give clues and directions

B. During the Reading Experience:
   1. To read independently with pleasure

C. After the Reading Experience:
   1. Ambiguities and uncertainties played with
   2. Constructive response encouraged
   3. Digging deeper, going beyond the obvious
   4. Elaborating what is read
      a. Artistic expression
      b. Creating original monsters and heroes
      c. Creative dramatics
      d. Debating
      e. Dramatization
      f. Drawing a pictorial map
      g. Interviewing
      h. Making inventions
      i. Musical expression
      j. Pantomiming
      k. Retelling a story
      l. Writing a play

LEVEL 11 -- LANGUAGE ARTS (cont'd)

m. Writing news articles
n. Writing original poems
o. Writing paragraphs
p. Writing reports
q. Writing stories

5. Experimentation and testing of ideas encouraged
6. Future projection encouraged
7. Multiple hypotheses encouraged
8. Reorganization of information required
9. Search for elegant solutions encouraged
10. Syntheses of diverse elements
11. Taking the next step beyond what is known

VII. MATERIALS

A. Required - Ginn 360:
   1. The Sun That Warms
      a. Text (pupil and teacher's handbook)
      b. Skills Handbook (workbook)
      c. Self help activities sheets - pupil and teacher's edition

B. Alternate Reading Program - approval of Reading Department:
   1. Programmed reading (Sullivan)
   2. Scott, Foresman

C. Supplementary Materials* optional - use only appropriate pages as related to Level 11 skills
   1. Ginn Word Enrichment Program - Level 1, 2, 3, 4, 5, 6, 7
   2. Modern Curriculum Press - Phonics Workbook
   3. Lyons and Carnahan - The New Phonics We Use A-B-C-D-E-F
   4. Barnell Loft, Ltd. - Specific Skills Series A-B-C-D-E-F
   5. Continental, Hayes, Jen Duplicating Masters
   6. Teacher made materials
   7. SRA Word Games - Reading Laboratory Ia, IIc
   8. Scholastic Individualized Reading Kit
   9. EDL Controlled Reader and Language Master
   10. Library filmstrip and tapes
   11. Creativity Idea books: Can You Imagine? For Those Who Wonder (Myers, Torrance)
   12. Spelling Books
      a. Noble and Noble - Spell/Write - Pink
      b. Scott, Foresman - Spelling Our Language Book 3
      c. Houghton Mifflin - Power to Spell - Book 3
      d. McGraw Hill - Basic Goals in Spelling - Book 3
      e. Economy Co. - Continuous Progress Spelling Kit

*Refer to Supplementary Material Index.

LEVEL 11 -- LANGUAGE ARTS (cont'd)

13. Language Books
    a. Harcourt, Brace & World - The Roberts Series
    b. Scott, Foresman - Language and How To Use It
    c. Laidlaw - Experiences in Language - Book 3
    d. Holt, Rhinehart & Winston - The Arts and Skills of English - Book 3
14. Handwriting
    a. Scott, Foresman - Writing Our Language - Book 2
15. Enrichment materials
    a. Crossword Puzzles - Dr. Herr - Book 1
    b. Games
    c. Merrill - Phonics Skill text - tape and workbooks - Level C & D
    d. Dictionary

VII. EVALUATION

A. Required:
    1. Ginn Achievement Test - Level 11
    2. Language Arts Test - Level 11
    3. Teacher Made Test

B. Optional:
    1. Informal Reading Inventory (back of teacher's edition)
    2. Fountain Valley Teacher Support System in Reading (Pre-test, Post-test of skills - tapes)
    3. Initial Screening Test - Ginn
    4. Gates-MacGinite Test - standardized
    5. Metropolitan Achievement Test

LEVEL 11 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

Decoding Skills

A. Write two words that use ea; two that use u-e:

1. _____ 1. _____
2. _____ 2. _____

B. Write a word that contains these letters:

1. gh _____
2. ch _____
3. ve _____

C. Write a word that begins with dis, in and non:

1. _____
2. _____
3. _____

D. Write ness, ion, ence and ance as a noun marker:

1. _____
2. _____
3. _____
4. _____

E. Write words to rhyme with:

1. edge _____
2. tired _____
3. leg _____

F. Write the number of syllables in each word:

1. midnight _____ 4. penmanship _____
2. someone _____ 5. yesterday _____
3. anybody _____

LEVEL 11 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

G. Circle the proper nouns:

1. John and Mary live in Ohio.
2. Jim and Rover are running home.
3. We went to Hartford yesterday.
4. I would like to see Paris.

H. Write the proper form of the verb:

1. Yesterday it _____ all day.
   rain rained
2. I have _____ the moon.
   seen saw
3. They will _____ to the boy.
   speak spoke
4. Jerry _____ down the street.
   runs run
5. The girls _____ rope.
   jump jumps

I. Rewrite correctly:

1. she called jim home
2. mr. b. roberts flew to chicago
3. we are going to new york on sunday
4. when will betty arrive
5. the table in marys house is round

J. Write the story titles correctly:

1. freddy, the detective
2. lars and the wolves
3. charlottes web
4. the little house in the big woods

LEVEL 11 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

K. Draw a line between subject and predicate. Then circle the verb.

1. John smiles.

2. The children play games.

3. The ship sails on the sea.

4. The boy cleans the board.

5. We study our lesson.

L. Writing

Write a Japanese, Spanish and Indian word:

1. Japanese _____

2. Spanish _____

3. Indian _____

M. Paragraph Structure

Write three sentences with a common idea:

1. _____

_____

2. _____

_____

3. _____

_____

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LEVEL 11 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

Decoding Skills

A. Write two words that use ea; two that use u-e:

1. ready
2. steam

1. ruled
2. huge

B. Write a word that contains these letters:

1. gh -- caught or tough
2. ch -- touch or character
3. ve -- live or poverty

C. Write a word that begins with dis, in and non:

1. disobey
2. incomplete
3. non stop

D. Write ness, ion, ence and ance as a noun marker:

1. happiness
2. invention
3. interference
4. importance

E. Write words to rhyme with:

1. edge _____
2. tired _____
3. leg _____

F. Write the number of syllables in each word:

1. midnight 2
2. someone 2
3. anybody 4
4. penmanship 3
5. yesterday 3

G. Circle the proper nouns:

1. (John) and (Mary) live in (Ohio).
2. (Jim) and (Rover) are running home.
3. We went to (Hartford) yesterday.
4. I would like to see (Paris).

LEVEL 11 -- EVALUATION
(cont'd)

Teacher's copy

H. Write the proper form of the verb:

1. Yesterday it rained all day.
2. I have seen the moon.
3. They will speak to the boy.
4. Jerry runs down the street.
5. The girls jump rope.

I. Rewrite correctly:

1. She called Jim home.
2. Mr. B. Roberts flew to Chicago.
3. We are going to New York on Sunday.
4. When will Betty arrive?
5. The table in Mary's house is round.

J. Write the story titles correctly:

1. Freddy, The Detective
2. Lars and the Wolves
3. Charlotte's Web
4. The Little House in the Big Woods

K. Draw a line between subject and predicate. Then circle the verb.

1. John/(smiles).
2. The children/(play) games.
3. The ship/(sails) on the sea.
4. The boy/(cleans) the board.
5. We/(study) our lesson.

L. Writing

Write a Japanese, Spanish and Indian word:

1. Japanese --- futon
2. Spanish --- siesta
3. Indian --- masala

M. Paragraph Structure

Write three sentences with a common idea:

1.
2.
3.

SUGGESTED SPELLING LIST

LEVEL 11

MASTER ALL OF THESE WORDS WHICH ARE FROM THE 220 BASIC DOLCH LIST.

Preprimer	Primer	First Reader
and	he	big
as	she	blue
because	her	brown
but	him	cold
if	his	every
or	I	four
about	it	funny
after	its	green
at	me	kind
by	my	little
down	myself	many
for	our	old
from	that	rode
in	their	round
into	them	six
of	those	some
on	they	the
over	this	two
to	these	white
under	us	am
upon	we	ask
with	what	who
been	be	your
buy	bring	always
came	call	away
carry	can	far
could	come	first
did	cut	how
does	do	much
don't	done	he
drink	draw	now
fall	eat	once
fly	find	out
gave	found	seen
give	got	there
goes	go	together
got	going	up
had	grow	well
have	has	where
hold	help	yes
is	hurt	all
keep	jump	any
laugh	knew	better
like	lot	

SUGGESTED SPELLING LIST

LEVEL 11 (cont'd)

1 2 to 3	1 2 to 3
black	live
both	made
clean	look
eight	make
five	may
full	must
good	open
hot	pick
light	play
long	please
new	pull
one	put
pretty	ran
right	read
seven	ride
small	run
ten	said
three	saw
warm	say
yellow	see
are	shall
ate	show
which	sing
you	sit
again	sleep
around	start
before	stop
fast	take
here	tell
just	thank
never	think
not	try
off	used
only	walk
so	want
then	was
today	wash
too	went
very	were
when	will
why	wish
a	work
an	would
best	write

SUGGESTED LITERATURE
Reading - Level 11

The Sun That Warms Level 11

Charlie and the Chocolate Factory	- Dahl, Roald
Chitty-Chitty Bang-Bang	- Fleming, Ian
Goldbert vs the Machine Age	- Goldberg, Rube
The Fabulous Earthworm Deal	- Stapp, Arthur
Bright April	- De Angeli, Marguerite
The Goofer Pitch	- Heuman, William
Manhattan is Missing	- Hildrich, E. A.
About the B'nai Bagel	- Koniqsburg, E. L
No Tears for Rainey	- Perl, Lila
Ricky in World Sports	- Renich, Marion
Slide, Charlie Brown, Slide	- Schulz, Charles
Heroes Behind the Mask	- Shapiro, Milton
Adam Bookout	- Shotweel, Louisa
The Color of Man	- Cohen, Robert
Ironhead	- Ellis, Grant
Hat Love, Negro Cowboy	- Felton, Harold
The Cowboy Encyclopedia	- Grant, Bruce
Whitey and the Wild Horse	- Rounds, Glen
Whitey Ropes and Rides	- Rounds, Glen
Whitey Takes a Trip	- Rounds, Glen
Whitey's First Roundup	- Rounds, Glen
Whitey's New Saddle	- Rounds, Glen
Turn the Next Corner	- Alcock, Gudrun
Pitcher and I	- Cole, Stephen
Porko Von Popbutton	- DuBois, William
Horace Higby and the Field Goal Formula	- Heuman, William
The Seventeenth Street Gang	- Neville, Emily Chaney
Little House in the Big Woods	- Wilder, Laura Ingalls
Little House on the Prairie	- Wilder, Laura Ingalls
Farmer Boy	- Wilder, Laura Ingalls
On the Banks of Plum Creek	- Wilder, Laura Ingalls
By the Shores of Silver Creek	- Wilder, Laura Ingalls
The Long Winter	- Wilder, Laura Ingalls
Little Town on the Prairie	- Wilder, Laura Ingalls
These Happy Golden Years	- Wilder, Laura Ingalls
On the Way Home	- Wilder, Laura Ingalls
Tales from the Story Hat	- Aardema, Verna
African Myths and Legends	- Arnott, Kathleen
Camel Caravan	- Catherall, Arhtur
Grains of Pepper, Folk Tales from Liberia	- Haskett, Edythe
When the Stones Were Soft: East African Fireside Tales	- Heady, Eleanor
First Book of Africa	- Hughes, Langston
Daniel Boone	- Daugherty, James
Landing of the Pilgrims	- Daugherty, James
Picnic	- Daugherty, James
The Fables, Aesop	- Jacobs, Joseph
Backbone of the King	- Brown, Marcia
Legends of Hawaii	- Colum, Padraic

SUGGESTED LITERATURE
Reading - Level 11

The Sun That Warms Level 11 (cont'd)

The Nightmare World of the Shark	- Cook, Joseph and Wisner, William
The Phantom World of the Octopus and Squid	- Cook, Joseph and Wisner, William
Up From the Sea Came an Island	- Allen, Hazel
Strange Fishes of the Sea	- Earle, Olive
Sea Horses	- Hess, Lilo
Miss Pickerell Harvests the Sea	- MacGregor, Ellen
The Story of the Caribbean Turtle's Struggle for Survival	- Masselink, Ben
Stranger From the Depths	- Turner, Gerry
The Magic Listening Cap: More Folk Tales from Japan	- Uchida, Yoshiko
Seashore Story	- Yashima, Taro
East of the Sun and West of the Moon	- d'Aulaire, Ingri and Edgar Parin
Norse Gods and Giants	- d'Aulaire, Ingri and Edgar Parin
Viking Adventure	- Bulla, Clyde
Children of Odin	- Colum, Padraic
Thor and the Giants	- Feagles, Anita
Viki Viking	- Jonsson, Runer
The First Book of Vikings	- Rich, Louise
Words From the Myths	- Asimov, Isaac
The Golden Fleece	- Gunther, John
Damian and the Dragon	- Manning-Sanders, Ruth
Adventures of the Greek Heroes	- McLean, Mollie and Wiseman, Anne
Myths and Enchantment Tales	- Price, Margaret Evans
Evolution	- Alder, Irving and Ruth
The Shape of the Earth	- Bendrick, Jeanne
Wonders of Animal Migration	- Berrill, Jacquelyn
There Was a Time	- Morrow, Suzanne
About the Earth...Ask Me A Question Series	- Rosenfield, Sam
The First People in the World	- Ames, Gerald
Hunter's Half-moon	- Cornwall, Ian
The Wonders of Prehistoric Man	- Martin, Christopher
The First Men in the World	- White, Terry
The First Book of the Stoneage Man	- Dickenson, Alice
Man In the Making	- Friedman, Estelle
The Cave Dwellers in the Old Stone Age	- Powers, Richard M
Elephants, the Last of the Land Giants	- Ravielli, Anthony
Stone, Bones, and Arrowheads	- Shannon, Terry
Mr. Toast and the Wooly Mammoth	- Brent, Stuart
Digs and Diggers	- Cottrell, Leonard
Treasures of Yesterday	- Garnett, Henry
The Bonus of Redonda	- Abrahams, Robert

SUGGESTED LITERATURE
Reading - Level 11

The Sun That Warms Level 11 (cont'd)

River Boy: Adventure on the Amazon	- Herrmanns, Ralph
Josefina February	- Ness, Evaline
The Dragons of the Queen	- Stolz, Mary
A Garland for Gandhi	- Jacobs, Helen
The Jungle Book	- Kipling, Rudyard
The Children of Bird God Hill	- Macfarlane, Iris
Nihal	- Murphy, Eleanor
The Wild Valley	- Severn, David
The Pygmies Africans of the Congo Forest	- Bleeker, Sonia
The Art of Africa	- Glubok
Tots and the Aardvark	- Linde, Freda
Ali	- O'Neill, Mary
Mogo's Flute	- Van Stockum, Hilda
Taller than Bandai Mountain-- The Story of Hiedyo Noguchi	- D'Amelio, Dan
One Hundred and Eight Bells	- Flory, Jane
The Doll's Day for Yoshiko	- Ishii, Momoko
Sigemi--A Japanese Village Girl	- Kirk, Ruth
Inoke Sails the South Seas	- Rose, Roland
Hisako's Mysteries	- Uchida, Yoshiko

Other Suggested Reading Level 11

King of the Golden River	- Ruskin, John
Miracles on Maple Hill	- Sorenson, Virginia
The Hobbit	- Tolkien, J. R.
Mary Poppins	- Travers, P. L.
Junket	- White, Anne
Charlotte's Web	- White, E. B.
Stuart Little	- White, E. B.
The Trumpet of the Swan	- White, E. B.
The Little Prince	- St. Exupery
Little House In the Big Woods	- Wilder, L.
Teddy's Camp-Out	- Holland, M.
Patriot's Day	-
Francis Scott Key	- Patterson, L.
John Paul Jones	- Brown, V.
Robert E. Lee	- Daniels, H.
Henry Clay	- Mooney, B.
Squanto	- Graff, S.
Uncle Bennie Goes Visiting	- Brock, E. L.
Petunia, I Love You	- Duvoisin, R.
Crazy Horse	- Dines, G.
Juliette Lowe	- Pace, M. M.
Frogs Merry	- Kepes, J.
Ivanhoe	- Dolch, E. W.
Kit Carson	- Vestal, S.
Theodore Roosevelt	- Foster, G.
Benjamin Franklin	- D'Aulaire, I.
No Room For A Dog	- Holland, M.

SUGGESTED LITERATURE
Reading - Level 11

Other Suggested Reading, Level 11 (cont'd)

Three Little Horses	- Worm, P.
Your Wonderful World of Science	- Freeman, M.
Sugarplum	- Johnston, J.
Wright Brothers	- Reynolds, Q.
Snake that Went To School	- Moore, L.
Heidi	- Spyri, J.
In the Days of the Dinosaurs	- Andrews, R. C.
Robinson Crusoe	- Dolch, E. W.
Helen Keller	- Richards, W.
Hurricanes, Tornadoes and Blizzards	- Hitte, K.
Mr. Turtle's Mystery	- Thayer, J.
Incredible Journey	- Burnford, Sheila
Wrinkle in Time	- L'Engle, M.
The Witch of Blackbird Pond	- Speare, E. G.

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

LEVEL 12 -- LANGUAGE ARTS

Readiness for Independent Study

A Resource Level to be taught by the classroom teacher.

1. How to use the library

    a. Learn layout and card catalogue
    b. Choosing books for specific purposes (Dewey Decimal System)

2. How to use reference sources in school and public libraries

    a. Review the use of the encyclopedia

        1. Pictures
        2. Charts
        3. Diagrams
        4. Maps and map reading
        5. Other illustrations

    b. Improved speed, skill and proficiency in the use of dictionaries
    c. Yearbooks and almanacs
    d. Indexes
    e. Other reference books
    f. Atlases and gazeteers
    g. Abstracts

3. Fundamental skills of writing reports

    a. Selecting a topic
    b. Narrowing theme
    c. Preliminary research
    d. Basic approaches

        1. Contrasting
        2. Tracing
        3. Criticizing
        4. Linking
        5. Identifying

    e. How to organize ideas
    f. How to outline
    g. Note taking
    h. Quoting
    i. Paraphrasing
    j. Footnoting
    k. Writing first draft
    l. Grammar check
    m. Bibliography
    n. Typing requirements (optional)

LEVEL 12 -- LANGUAGE ARTS
(cont'd)

Readiness for Independent Study

4. Oral pupil reports

   a. Responsibilities of the speaker
   b. Responsibilities of the audience
   c. Standards or guides for harmonious, productive discussion

5. Refined skills of group work

   a. Group members
   b. Group leaders

Materials and Experiences:

Trip to Hartford Public Library
Trip to Avon Public Library
The Harcourt Brace School Dictionary Workbooks I and II
Programmed exercises and tests on basic dictionary skills
Dictionary Worksheets
How to use an encyclopedia, World Book Encyclopedia Workbooks - 1, 2 or 3
About writing reports, a Scriptographic Unit of Knowledge
Better Reading, Gainsburg & Spector
Eye-Gate filmstrips
   1. Introduction to the card catalog
   2. Explaining the Dewey Decimal Classification System
   3. Using reference material
Worksheets on our library
Role playing

LEVEL 12 -- EVALUATION
LANGUAGE ARTS

Name_____ Date_____

_____

A. Dictionary Skills:

1. The dictionary contains a._____, b._____, and c._____ of words.
2. The words in the dictionary that are explained or defined are called _____ _____.
3. All words in the dictionary are in _____ order.
4. The _____ _____ identify the first and last word on each page of the dictionary.
5. The explanation, or meaning, of a word is called the _____.
6. _____ marks are marks like ^ " — / put on letters to help you pronounce words correctly.
7. The sound that each symbol in the dictionary stands for is found in the _____ _____. It is usually printed in the front and back of the dictionary.
8. A _____ is a word, or part of a word, that can be pronounced with a single sounding of the voice.
9. Spaces in the word being defined will indicate the number of _____ in a word.
10. ' is an _____ mark. It is used to show which _____ is said with more force.
11. The abbreviation n. stands for the word _____.

LEVEL 12 -- EVALUATION
LANGUAGE ARTS (cont'd)

Name_____ Date_____

12. The _____ spelling of a word is listed first in the dictionary.

13. The word pamper is respelled pam par to help you _____ the word correctly.

14. Words beginning with the letters e through l are found in the _____ quarter of the dictionary.

15. The word _____ means "more than one."

16. Would TIGER come before or after TEXAS? _____

17. Would TELEPHONE come before or after TREE? _____

18. Would CAMEL come before or after CHINA? _____

19. Would ABRAHAM LINCOLN come before or after LAKE? _____

20. Would SKY come before or after STAR? _____

B. Encyclopedia Skills:

1. List the guide words from the encyclopedia for these words:

a. Vinegar _____ _____

b. Flamingo _____ _____

c. Elk _____ _____

d. Goliath _____ _____

2. If you look in an encyclopedia, can you find .... Write yes or no

a. How seeds scatter? _____

b. Pictures of the Royal Canadian Mounted Police? _____

LEVEL 12 -- EVALUATION
LANGUAGE ARTS (cont'd)

Name_____ Date_____

2. If you look in an encyclopedia, can you find .... (cont'd)

   c. How to spell "running"? _____

   d. How large the stars are? _____

   e. Where Christopher Columbus was born? _____

   f. Your friend's telephone number? _____

   g. Where Niagara Falls is located? _____

   h. What "thrifty" means? _____

   i. How much a baby elephant weighs? _____

   j. What causes an earthquake? _____

3. Look for the key word in each of the following questions. Write the key word in the space beside each question.

   a. How does a tiger get his food? _____

   b. When was the telephone invented? _____

   c. Why does a camel have a hump? _____

   d. Where was Abraham Lincoln born? _____

   e. Why is the sky blue? _____

4. Answer each of the questions. Use the key words to find the information you want. (Use the guide words in the encyclopedia to find your subject quickly).

   a. When did the Pony Express first carry the mail? _____

   b. Which is the smallest of the Great Lakes?

   _____

LEVEL 12 -- EVALUATION
LANGUAGE ARTS (cont'd)

Name _____ Date _____

4. Answer each of the questions. (cont'd)

c. When was Alexander Graham Bell born? _____

_____

d. In what country is the famous Klondike region?

_____

e. Is an iceberg made of fresh water or salt water? _____

f. In what state is Death Valley located? _____

_____

g. How high is Mount Everest? _____

h. What is the largest dog? _____

i. What is the capital city of Denmark?

_____

j. What lake is part of the Panama Canal?

_____

LEVEL 12 -- EVALUATION
LANGUAGE ARTS

Teacher's copy

A. Dictionary Skills:

1. meaning, spelling, pronunciation
2. entry words
3. alphabetical order
4. guide words
5. definition
6. Diacritical
7. pronunciation key
8. syllable
9. syllables
10. accent, syllable
11. noun
12. preferred
13. pronounce
14. second
15. plural
16. after
17. before
18. before
19. after
20. before

B. Encyclopedia Skills:

1. Guide words will depend on the set of encyclopedia the teacher uses.
2. a. yes
   b. yes
   c. no
   d. yes
   e. yes
   f. no
   g. yes
   h. no
   i. yes
   j. yes
3. a. Tiger
   b. Telephone
   c. Camel
   d. Lincoln, Abraham
   e. Sky
4. a. Pony Express -- April 3, 1860
   b. Great Lakes -- Lake Ontario
   c. Alexander G. Bell -- March 3, 1847
   d. Klondike -- Canada
   e. Iceberg -- fresh water
   f. Death Valley -- California
   g. Mt. Everest -- 29,028 feet
   h. Largest dog -- Irish Wolfhound
   i. Denmark -- Copenhagen
   j. Panama Canal -- Gatum Lake

SUGGESTED LITERATURE
Reading - Level 12

It is not possible to include all worthwhile books recommended for this age level. Your librarian can help with further recommendations.

All Newbery Award books are highly recommended for this age level as are some other titles by authors included on this list.

The Mystery of the Dinosaur Bones	- Adrian
Three Boys and a Lighthouse	- Agle
The Emperor's New Clothes	- Andersen
Salute	- Anderson
Mr. Popper's Penguins	- Atwater
Flight to the South Pole	- Bamman
A Cap for Mul Chand	- Batchelor
The Wizard of Oz	- Baum
Shawneen and the Gander	- Bennett
Desmond and the Peppermint Ghost	- Best
Tizz	- Bialk
Sea Pup	- Binns
Little League Stepson	- Bishop
A Bear Called Paddington	- Bond
Little Boat Boy	- Bothwell
Ballet for Mary	- Brock
The Princess and the Woodcutter's Daughter	- Bromhall
Freddy, the Detective	- Brooks
The Big Fight	- Buck
The Apple and the Arrow	- Buff
Ghost Town Treasure	- Bulla
The Enormous Egg	- Butterworth
Katie John	- Calhoun
A Mystery for Mr. Bass	- Cameron
A Brother for the Orphelines	- Carlson
Tough Enough	- Carroll
The Poppy Seed Cakes	- Clark
Henry Huggins	- Cleary
The Sod House	- Coatsworth
The Adventures of Pinocchio	- Collodi
Mishmash	- Cone
The Baseball Trick	- Corbett
Down, Down the Mountain	- Credle
The Courage of Sarah Noble	- Dalgliesh
Adopted Jane	- Daringer
Bright April	- De Angeli
The Big Goose and the Little White Duck	- De Jong
The Magic Fishbone	- Dickens
Appleseed Farm	- Douglas
The Great Geppy	- DuBois
Ginger Pye	- Estes
Silver Curlew	- Farjeon
The Black Stallion	- Farley
Melindy's Medal	- Faulkner
Time to Laugh	- Fenner

SUGGESTED LITERATURE
Reading - Level 12

Mr. Mysterious & Company	- Fleishman
Ellen and the Gang	- Friedman
Maple Sugar for Windy Foot	- Frost
Ringtail	- Gall
My Father's Dragon	- Gannett
Sarah's Idea	- Gates
The Doll's House	- Godden
Little Appaloosa	- Hader
Johnny and the Tool Chest	- Hayes
Cape Cod Adventure	- Hays
Annie Pat and Eddie	- Haywood
Misty of Chincoteague	- Henry
Elizabeth the Treasure Hunter	- Holman
Little Leaguer's First Uniform	- Jackson
The Bat-Poet	- Jarrell
Twig	- Jones
Emil and the Detectives	- Kastner
The Best Christmas	- Kingman
The Jungle Book	- Kipling
The Red Balloon	- Lamorisse
Little Pear	- Lattimore
Rabbit Hill	- Lawson
Wee Gillis	- Leaf
Augustus and the Mountains	- LeGrand
Bayou Suzette	- Lenski
The Dwarf Pine Tree	- Lifton
Pippi Longstocking	- Lindgren
The Golden Name Day	- Lindquist
The Story of Doctor Doolittle	- Lofting
Betsy-Tacy	- Lovelace
Lentil	- McCloskey
Homer Price	- McCloskey
The Light Princess	- MacDonald
The Most Wonderful Doll in the World	- McGinley
Miss Pickerell Goes to Mars	- MacGregor
Calvin and the Cub Scouts	- Martin
Caroline and her Kettle Named Maud	- Mason
Scarab for Luck	- Meadowcroft
The Willow Whistle	- Meigs
The Superlative Horse	- Merrill
Appolonia's Valentine	- Milhous
Winnie-the-Pooh	- Milne
Thirty-one Brothers and Sisters	- Mirsky
Kildee House	- Montgomery
The Snake That Went to School	- Moore
The Little Lame Prince	- Mulock
Mrs. Coverlet's Magicians	- Nash
The Secret Language	- Nordstrom
Pogo's Fishing Trip	- Norling
Little Rascal	- North
The Borrowers	- Norton
The Treasure in the Little Trunk	- Orton
Toby Tyler	- Otis

SUGGESTED LITERATURE
Reading - Level 12

Tea Meeting Winner	- Palmer
Sea Beach Express	- Panetta
The Question of a Dragon	- Parker
The Piebald Princess	- Payne
The Faun and the Woodcutter's Daughter	- Picard
The Secret River	- Rawlings
Watch Those Red Wheels Roll	- Renick
Hamlet and Brownswiggle	- Reynolds
The Emperor and the Drummer Boy	- Robbins
Crystal Mountain	- Rugh
The King of the Golden River	- Ruskin
The Boy and the Whale	- Sanchez-Silva
Roller Skates	- Sawyer
Ginny and Custard	- Sayers
The Cricket in Times Square	- Selden
Black Beauty	- Sewell
Dobry	- Shannon
Miss Bianca	- Sharp
Lotte's Locket	- Sorensen
The Little Riders	- Shemin
The Nearsighted Knight	- Shura
Carbonel	- Sleigh
The Space Ship Returns to the Apple Tree	- Slobodkin
Heidi	- Spyri
Davy Crockett's Earthquake	- Steele
The Bee-man of Orn	- Stockton
A Dog on Markham Street	- Stolz
Honk: the Moose	- Stong
The Beatinest Boy	- Stuart
All-of-a-kind Family	- Taylor
Many Moons	- Thurber
Basil of Baker Street	- Titus
Space Cat	- Todd
Mary Poppins	- Travers
Becky's Christmas	- Tudor
Wildfire	- Valens
Jared's Gift	- Vance
Canadian Summer	- Van Stockum
The Boxcar Children	- Warner
Miss Grimsbee is a Witch	- Weales
Soap-Box Derby	- Weir
The Very Private Treehouse	- Weiss
Charlotte's Web	- White
The Birds' Christmas Carol	- Wiggin
By the Shore of Silver Lake	- Wilder
Danny Dunn and the Homework Machine	- Williams
This Boy Cody	- Wilson
Ginnie and the Cooking Contest	- Woolley
The Golden Footprints	- Yashima
Carolina's Courage	- Yates

SUGGESTED LITERATURE
Reading - Level 12

Biographies

Jane Addams	- Wagoner
Louisa M. Alcott	- Peare
Bach	- Wheeler
Balboa	- Syme
P. T. Barnum	- Bryan
Clara Barton	- Boylston
Beethoven	- Wheeler
Bell	- Shippen
Daniel Boone	- Averill
Brahms	- Deucher
Cartier	- Averill
John Chapman (Johnny Appleseed)	- Le Sueur
Chopin	- Wheeler
Samuel Clemens (Mark Twain)	- Peare
William Cody (Buffalo Bill)	- Aulaire
Columbus	- Aulaire
Captain Cook	- Syme
Davy Crockett	- Meadowcroft
Frederick Douglass	- Bontemps
Amelia Earhart	- DeLeeuw
Wyatt Earp	- Holbrook
Stephen Foster	- Wheeler
Benjamin Franklin	- Aulaire
Robert Fulton	- Judson
Vasco da Gama	- Syme
Geronimo	- Wyatt
Grieg	- Deucher
Handel	- Wheeler
Haydn	- Wheeler
Wild Bill Hickok	- Holbrook
Sam Houston	- Latham
Andrew Jackson	- Foster
Lyndon Johnson	- Whitney
Helen Keller	- Hickok
John F. Kennedy	- Graves
Lafayette	- Graham
Lincoln	- Aulaire
Mozart	- Wheeler
Pocahontas	- Aulaire
Sir Walter Raleigh	- DeLeeuw
Theodore Roosevelt	- Foster
Schubert	- Wheeler
Schumann	- Wheeler
Father Serra	- Polit
Alan Shepard	- Smaus
De Soto	
Squanto	- Bulla
Tschaikowsky	- Wheeler
Booker T. Washington	- Patterson
George Washington	- Aulaire
Wright Brothers	- Reynolds

TEACHER REACTION SHEET*

Level Taught: _____

Type of Group: _____

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.

A C T I V I T I E S

S E C T I O N 1

L O W E R P R I M A R Y

ACTIVITIES
K-1

BEST COPY AVAILABLE

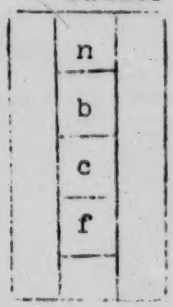
I. DECODING

A. Teacher may cut and mount pictures.
Place the letter cards in pocket chart
Distribute picture cards to children

Some activities:

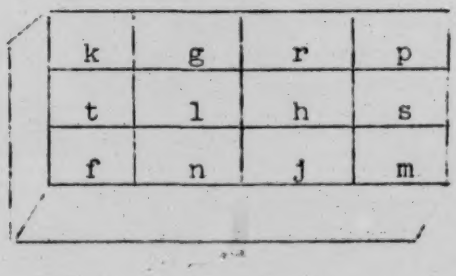
1. Name the pictures
2. Name beginning sound
3. Place in chart near correct letter
4. Place in rows on chart and remove those which do not belong
   a. Beginning sounds different
   b. Ending sounds different
   c. Flip-over chart
5. Develop and use games
   a. Bingo
   b. Climb the ladder
   c. Concentration
6. Sort by consonants into piles
   a. Graphemic bases
7. Make into "deck" and play card games, identifying card pictures as they occur

Climb the ladder



B. Using the shoebox, divide it into rows with a letter written in each square. Child will place cards with pictures on top of letters.

Use for initial consonants, blends, etc.



C. Put letter cards on floor in circle
Circle letter cards to music
Stop at a letter when music stops
Go around circle naming their letter

D. Use tachistoscope --- books and charts -- to develop:

1. Beginning sounds
2. Graphemic bases
3. Rhyming
4. Sight words
5. Ending consonants

ACTIVITIES
K-1

I. DECODING (cont'd)

E. Have the children select a sound and make a list of words having that sound in the beginning, a list with the sound at the end, and a list with the sound in the middle. Point out the importance of saying the word aloud before listing it since representations of sounds are not consistent.

F. Construct games which involve practice in the use of consonants such as "I am thinking of a word that begins with (p), and is the name of a flower (peony, petunia).

G. Say aloud a pair of words which are either identical or simply similar in sound. Have the children stand up or raise their hands if the words they hear are the same, and remain seated or keep their hands down if the words they hear are different. For example: Are the words in each of the following pairs the same or different?

eat	-	meat	run	-	ran
boat	-	bone	late	-	soon

H. Read aloud and use in sentences pairs of words consisting of correctly produced phonemes and phoneme substitution. Have the children pick out the one which is not correct.

For example:

I have (three, free) pencils.	three	-	free
I can hear the clock tick.	tick	-	thick
The fish hurt his fin.	fin	-	thin
This is a fine day.	fine	-	vine

This type of exercise may be conducted with all of the consonant sounds to teach the child to recognize appropriate sounds through context. As the children progress, substitute a distortion of the desired phoneme in the second word in the pair instead of introducing a new phoneme. In this manner, precision of articulation can be demonstrated with placing stress on the child to perform in an area in which he is not capable.

For example:

"Sun" may be produced precisely and the initial phoneme correctly identified as "s".

"Sun" may be produced for contrast so that the initial "s" sounds "slurpy," and though perhaps close enough to make the word identifiable as 'sun" still not precise.

ACTIVITIES
K-1

BEST COPY AVAILABLE

I. DECODING (cont'd)

I. Develop phoneme/grapheme correspondence through the use of childrens':

a. Magazine pictures
b. Ditto picture sheets
c. 3-Dimensional objects
d. Childrens' illustrations

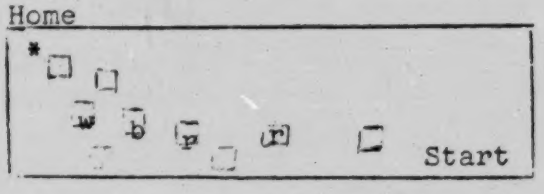
Arrange on charts in notebooks by individual sounds.

J. Go Fish

Make deck of cards (example: one set initial consonants - one set with pictures). Deal out about 5 cards (mixed). Child asks for picture (an "s" or a "b" picture) or letter. If his card matches, he puts it down. If it doesn't match, he must choose from the pile (Go Fish). First one to get rid of cards is winner.

K. Follow the Trail

Use spinner or dice. Move number shown on spinner. Name the letter to stay on that spot



UNDERSTANDING THE DIFFERENCE BETWEEN HEARING AND LISTENING

A. Without giving any instructions for listening, take the children for a walk. When they have returned to the classroom have them identify the various sounds they heard during the walk and list them on the chalkboard. Then discuss with them the nature and sources of the sounds around them. Does identification of the source of the sound have any significance?

Repeat the activity, preferably visiting various areas so that the children will become increasingly aware of what they are listening to and will be able to identify certain areas of the sounds they remember having heard there that are familiar to the area, such as truck sounds and factory whistle.

ACTIVITIES
K-1

I. DECODING (cont'd)
Understanding the difference between hearing and listening

B. In conjunction with a music lesson, play records or tapes of musical selections involving different instruments. Ask children to differentiate between sounds of the individual instruments. If possible instruments of the various sections of the orchestra may be brought into the classroom and demonstrated.

C. Introduce the children to sound analogs (voiced and unvoiced pairs). At first, exercises may be done using the sounds in isolation and then incorporated into pairs of words that are similar.

Sound Analogs (most common)

(p)	-	(b)	(k)	-	(g)
(t)	-	(d)	(s)	-	(z)
(f)	-	(v)	(ch)	-	(j)
			(th)	as in thin	
			(th)	as in then	

Sample Word List

pit	-	bit		kate	-	gate
pace	-	base		kill	-	gill
pie	-	buy	(k)	came	-	game
tot	-	dot		sip	-	zip
tip	-	dip		sing	-	zing
tense	-	dense		sue	-	zoo
fat	-	vat		char	-	jar
fine	-	vine		cheer	-	jeer
few	-	view		choke	-	joke
thin	-	this				
theme	-	them				
thesis	-	these				

Example:

"Here are two sounds that are almost the same. They are (p) and (b). Listen for the (p) sound in the following pair of words.

pug - bug

Was the (p) sound in the first or the second word of the pair?"

ACTIVITIES
K-1

II. COMPREHENSION

A. Write a sentence such as "He went." on the chalkboard. Discuss this with the children helping them to recognize that though it is an incomplete sentence it doesn't say much. Then have the children orally build the sentence to:

Convey more information

Example: He went.
He went downtown.
He went downtown with his mother.

B. Introduce the children to discussion groups by having them first share experiences in small, informal groups. Introduce a topic and lead the children into expressing their thoughts about it.

For example:

Did you have fun in the snow yesterday? What did you do?

Reintroduce the topic as necessary to keep the children on one subject.

C. During show and tell and reporting time, encourage each child to look directly at the group as he speaks.

III. LANGUAGE

A. Occasionally provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences.

Example: Pattern -- I have a bike.
Response -- I have a doll
I have a truck.

B. Provide sentences, stories or poems for children to complete...

1. Predicting outcomes
2. Using descriptive words
3. By illustrating

ACTIVITIES
K-1

III. LANGUAGE (cont'd)

C. Composing oral stories to go along with magazine pictures. Later as written stories.

D. Planning and making individual books such as All About Me. This book project provides an incentive for creative written expression and for learning to spell, providing a table of contents and organizing the pictures and stories. Typical pages would include:

1. This is fun for me in winter
2. Here is my family
3. This is where I live
4. I go to this school, etc.

E. Making an alphabet book

F. Scrapbooks with picture labels

G. Using picture dictionary to help classify:
1. Words for things
2. Words for people
3. Words for what we do
4. Words that tell what kind, etc.

H. Play word games:
1. Prepositions -- "Put the ball into the bag." etc. (above, below, between, behind, after, under)
2. Adverbs -- "Walk to the door slowly." etc. (quietly, noisily, quickly)
3. Verbs -- "A cow can _____." (children fill in.)
4. Adjectives -- "A kitten is _____." Write - how many can you think of?

I. Help the children to be word conscious. When a child uses a good word which the other children may not use, note it orally or visually. Keep a list of "good" words.

LANGUAGE - SPEAKING

A. Children act out everyday activities such as playing house or going to the store.

B. Children act out telephone conversations. The child may invite someone to his home or pretend that he is "father" using the phone.

ACTIVITIES
K-1

LANGUAGE - SPEAKING (cont'd)

C. Children act out the movements of a real or imaginary character.

D. Children prepare a selection for choral speaking, deciding on various parts to be taken and procedures to be followed for effectiveness.

E. Children create illustrations to complement the choral speaking selections.

F. Children decide on story or activity to be used for puppet show, including the preparation of dialogue and action.

G. Children make puppets and stage and then present planned show.

H. Children make paper-bag puppets and perform spontaneously.

I. Prepare and present a simple commercial play.

J. Prepare and present a play from a story.

K. Discuss the importance of actors, stagehands and costumers, so that children will understand that the total production is the important factor.

L. Oral stories to go along with magazine pictures, pictures that teach.

M. Groups of pictures -- children orally tell about a specific picture and the rest of the class tries to guess the picture described.

N. Group discussions

O. Borrow tele-trainers from the telephone company.

P. Choral speaking

Q. Memorizing poems, plays

R. Role playing

S. "It" - A game where one child leaves the room. Class picks "it." Child returns and tries to pick the person chosen "it" by asking questions: Has he red trousers, blue eyes, etc.

ACTIVITIES
K-1

LANGUAGE - SPEAKING (cont'd)

T. Comparing similarities and differences of objects.

LANGUAGE - LISTENING

A. Take the class on a field trip to a farm or zoo or bring animals such as kittens, puppies, chickens, parakeets, or crickets into the classroom, and direct the children to listen to the sounds they make. Then play a record or a tape recording of animal and bird sounds and have the children identify them. Large pictures of the various animals and birds should accompany the tape or record.

B. Read a story to the class and choose particular children to produce appropriate sound effects (sirens, automobile horns, train and boat whistles), to underscore the story line. This activity may be repeated from time to time until all the children have participated.

C. Direct the children to close their eyes and to listen to and identify particular sounds such as a person walking; a book closing; paper crumpling; water running; pencil sharpener working; a door, window or drawer opening and closing; money (coins) jingling; or someone writing on the chalkboard. Lead the children to a discussion of situations in which the identification of sounds is especially important.

D. Play "Sound Detectives." Choose one child to be leader and another who is blindfolded to be the "sound detective." The leader points to a member of the class who asks in a normal voice, "What is my name?" If the blindfolded child makes the proper identification, the person identified becomes the new "sound detective."

E. To give practice in following simple directions, have each child equipped with a blank sheet of paper and a box of crayons. First say, "listen carefully, and do exactly what I say." Then give three or four simple directions such as:

Draw a red line near the top of your page.
Draw a blue cat near the middle of your page.
Take a yellow crayon and draw the first letter of your name near the bottom of your page.

Later, directions a little more exacting may be given: "Put a black mark on the ball." "Make a green and red house."

ACTIVITIES
K-1

LANGUAGE - LISTENING (cont'd)

F. The teacher tells or reads a short story to the children. Then she asks specific questions about the story. This is a revealing test for the quantity and quality of listening the children are doing.

For Example:
The boy ran into the room and called out to his mother, "See the new cap that father gave me!" His mother said, "That is a wonderful gift for your birthday."

What did the boy do?
What did he have?
Who gave him the gift?
Why was he given the gift?

G. Game - Who Has Seen My Sheep?

One child is "it" and stands in the middle of a circle. "It" says, "Who has seen my sheep?" Others respond, "What does he look like?" "It" describes someone in the circle. As soon as the child recognizes he is the person being described, he runs around the outside of the circle and "It" chases him. If the person is caught, "It" gets another turn. (He is allowed to catch three sheep). If the person gets back to his place without being caught, he becomes the "Shepherd."

H. Game - Giants

The leader selected calls out "Giant," "Man," or "Dwarf." Children stand tall if the word "Giant" is called out, stand natural if "Man" is called, stand low if the word "Dwarf" is called. This game promotes listening and following directions promptly. Change leaders often.

I. Teacher gives child oral directions such as "walk to the window and hop back to desk." Child responds. Variation - children give each other directions, or directions given in soft voice or whisper.

IV. STUDY SKILLS

A. Direction cards

B. Description cards

ACTIVITIES
K-1

IV. STUDY SKILLS (cont'd)

C. Cards as labels or signs
   1. Door signs
   2. Room signs
   3. Object signs (door, sink, etc.)

D. Word charts, experience charts

E. Labeling childrens' drawings

F. Vocabulary booklets - (child made)

G. Word games

H. Flash cards

I. Categorizing objects

J. Map making of school grounds, school classrooms, home, etc.

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Collections - have children begin a specific collection as a class, or have individual children bring in collections.
   1. Find stories and books about collections.
   2. Make experience chart related adventures in collecting.

B. Murals
   1. Depicting - children illustrate, teacher read story or act it out.
   2. Decide if a story is "real" or "pretend."

C. After reading a poem or a story, discuss with the children such items as:
   1. How might the author have felt as he wrote it?
   2. Why might he have written this story?
   3. What other kinds of stories might be written?
   4. How does it make you feel?
   5. Does it make everyone feel the same?

VI. CREATIVITY*

A. Have the children pantomime (individually or in groups)
   1. Activities - bouncing balls, brushing teeth, wrapping a gift, pouring glass of milk.

*See Myers-Torrance Can You Imagine?

ACTIVITIES
K-1

VI. CREATIVITY (cont'd)

2. Familiar roles - mother, father, store clerk, teacher, policemen
3. Poems, rhymes, familiar stories, records

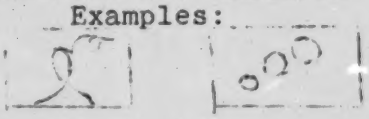
Other children might guess-do choral speaking for the pantomime.

B. To get the children to tell interesting descriptions, have a group of pictures for them to look at. They choose one to describe. The children might give their descriptions while the class tries to recognize which picture is being described.

C. Develop creative stories and drawings for open ended...
1. Phrases
2. Exclamations
3. Stories
4. Poems
5. Definitions

D. Provide basic illustrations for children to:
1. Complete
2. Tell about
3. Describe
4. Define

Examples:



E. The following activities might be used as motivation for creative activities.
1. Art work done by children
2. Pictures provided by teacher
3. Music from records or tape recordings
4. Stuffed animals, real pets
5. Spontaneous events - snowstorm, unexpected visitors
6. Teacher reads exciting part of story, child finishes it
7. Use of a surprise box - children attempt to determine and describe its content dependent on size of box, sound of rattle, riddles and clues.
8. Use of charts of descriptive words
   a. Sounds (seasonal, holiday)
   b. Feelings (sad, happy)
   c. How things look, smell, feel and sound
9. Brainstorming techniques - group discusses story possibilities
10. Models of nonsense stories, limericks, tongue twisters for students to use to write their own
11. Use of movie or film to stimulate writing ideas

ACTIVITIES
K-1

VI. CREATIVITY (cont'd)

F. Create "Pass alongs"
   1. Each child starts a picture or story at a designated time, he passes it to his neighbor who adds to it, etc.

G. Comic strips
   1. Show children several frames of a comic strip. Have them draw or write the conclusion.

H. Rearranging descriptive sentences in a logical sequence.

I. Collect "Sound pictures" - Example: "crackling fire" - child creates a story about picture.

A C T I V I T I E S

S E C T I O N 2

U P P E R P R I M A R Y

ACTIVITIES
UPPER PRIMARY

I. DECODING

Understanding the difference between hearing and listening.

A. Ask two children to leave the room for a few minutes, and while they are absent relate a story, an incident, a tall tale or a joke to the rest of the class. Ask one of the children to return, and have a volunteer tell him the story in the full view and hearing of the class. Then ask the second child to re-enter the room, and have the first child tell him the story he just heard. Is the third rendition of the tale the same as the first? If not, how does it differ, and why? What does the activity tell about listening? Did everyone listen to the story? Does the speaker have anything to do with the listener? Repeat the activity from time to time in an effort to reduce the disparity. To sustain interest, limit each session to one story and increase its length and complexity as the children become skilled in the activity.

B. Without giving any instructions for listening, take the children for a walk. When they have returned to the classroom, have them identify the various sounds they heard during the walk and list them on the chalkboard. Then discuss with them the nature and sources of the sounds around them. Does identification of the source of the sound have any significance?

Repeat the activity, preferably visiting various areas, so that the children will become increasingly aware of what they are listening to and will be able to identify certain areas by the sounds they remember having heard there that are peculiar to the area. e.g., factory whistle, truck sounds, expressway traffic.

C. In conjunction with a music lesson, play records or tapes of musical selections involving different instruments. Ask children to differentiate between sounds of the individual instruments. If possible, instruments of the various sections of the orchestra may be brought into the classroom and demonstrated.

D. Introduce the children to sound analogs (voiced and unvoiced pairs). At first, exercises may be done using the sounds in isolation and then incorporated into pairs of words that are similar.

ACTIVITIES
UPPER PRIMARY

I. DECODING (cont'd)

D. Sound Analogs

(p)	-	(b)	(k)	-	(g)
(t)	-	(d)	(s)	-	(z)
(f)	-	(v)	(ch)	-	(j)
			(th)		as in thin
			(th)		as in then

Sample Word List

pit	-	bit		kate	-	gate
pace	-	base		kill	-	gill
pie	-	buy	(k)	came	-	game
tot	-	dot		sip	-	zip
tip	-	dip		sing	-	zing
tense	-	dense		sue	-	zoo
fat	-	vat		char	-	jar
fine	-	vine		cheer	-	jeer
few	-	view		choke	-	joke
thin	-	this				
theme	-	them				
thesis	-	these				

Example:

"Here are two sounds that are almost the same. They are (p) and (b). Listen for the (p) sound in the following pair of words.

pug - bug

Was the (p) sound in the first or the second word of the pair?"

E. Have a record player in the classroom. During any activity in which the children are involved in informal discussion groups, quietly turn on the record player. Let it play for a while, and observe the reactions to this intrusion of additional sound. Then turn off the record player and discuss thse reactions. Question them about the content of the recording. Discuss the possible reasons for the variation of answers. Did they hear the record? Did they listen to the record? What is the difference between hearing the record playing and listening to the record playing? What is the difference between hearing and listening?

ACTIVITIES
UPPER PRIMARY

I. DECODING (cont'd)

F. Ask the children to write compositions, stories, or poems about imaginary animals. Emphasize the aural difference between the various forms. Help them to discriminate aurally between individual phonemes and between appropriate and inappropriate grammatical forms.

G. Identify and discriminate between sounds.

Orally, expose the children to phonemic combinations which form familiar words, such as mama, and papa, and to those which do not. Call on individual pupils to tell if the sounds they hear are recognizable words or nonsensical ones. Ask which pupils agree or disagree. Progress from saying the words individually to saying them in pairs and then in groups of three or more.

H. Assemble a list of words which the students have difficulty in hearing, and arrange them in random order. Ask the class to listen carefully as you say each word aloud and then write what they heard. Check their answers against your list, and try to improve the students' ability to discriminate between those words or phonemes which still cause difficulty.

I. Using simple words with which the children are aurally familiar, challenge the class to become Spelling Sleuths. Encourage them to listen carefully to the sound of the words and then guess how they are spelled. Include words which are related to those they can recognize in their reading, but which differ from them by the change of a phoneme. Avoid difficulties such as meat and meet by using the words in context, and avoid entirely such words as through, brought, and caught. The activity may be varied by having the children print the words on paper or on the chalkboard.

J. Say aloud a simple monosyllabic word, such as ate, (write it on the chalkboard so as not to confuse it with eight), and have each child form a meaningful word by adding a different initial and/or final phoneme to the base word, e.g., ate, date, fate, fated, late, later. Have the children detect phonemic combinations which do not form bona fide words. Use random or alphabetical order.

ACTIVITIES
UPPER PRIMARY

I. DECODING (cont'd)

K. Have the children listen as you read them a series of words. Instruct them to listen for a particular phoneme at the beginning of each word, and to identify the one word beginning with a different phoneme.

Example:

fair, fun, fur, vat
thin, thread, thick, train

L. Divide the class into two sections and tell a story or say aloud a series of words containing phonemes which they are to differentiate, such as (b) and (p) or (v) and (f). Have one side listen for one of the two phoneme and the other side listen for the other. Each side gains or loses a point when it identifies or fails to identify a word which the other side has missed.

M. Further practice in discriminating between similar sounds may be given through the use of poems, nursery rhymes, stories, word lists, and sentences. Encourage the children to write stories using machines, animals, or people to characterize the sounds being studied.

Example:

Buzz-Buzz the Bumblebee for (b) or (z).
Fifi the Frisky Colt for (f).
Victor the Airplane for (v).

Word lists for the sound or sounds being presented at the time should be compiled by the teacher and the students prior to the writing of the stories.

N. Help the students to discriminate aurally between voiced and unvoiced consonants by eliciting from them words which begin with a particular phoneme, such as (b) or (p), (v) or (f), (d) or (t). Appoint three monitors: one to choose among those who volunteer to answer; another to preclude duplication by keeping track of the words as they are suggested; and a third to keep score. Say aloud a phoneme. The child then names another phoneme, and so the game goes. Plus points are given for answers that are correct; minus points are given for duplicated or incorrect answers. This activity can be adapted to improve the child's ability to discriminate between vowel sounds or between phonemes in other than initial positions.

ACTIVITIES

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I. DECODING SKILLS

English Grades 1 - 3

Aim: To play a game to teach alphabetical order. Write descriptive terms and let the children give the answers which occur in alphabetical order:

A red fruit (apple)
Something that rings (bell)

Have children compile a list of words in alphabetical order, using a variety of categories, such as birds, foods, animals, and toys.

Primary

Scrambled Letters

Paper and pencil
Clock or timer

With this variation, children can be given training in logical classification, practice in spelling, and a knowledge of the precise vocabulary of any particular subject.

Begin by having the players decide on categories of interest to them (sports, cars, toys, colors, countries, authors, flowers, fruits, musical instruments, etc.).

Next, each player makes a list, in a given period of time, of all the words he can think of that are connected with any one of these categories.

Now the players scramble the letters of each of the words they have listed.

The first player then announces the category he has chosen and gives the scrambled letters of one of the words on his list. With these clues, the next player must unscramble the letters and form the correct word.

For example, suppose a player chooses the category of sports. His list of scrambled letters might look something like this:

SUSAHQ	-	SQUASH	CINFNEG	-	FENCING
TONABNIMD		BADMINTON	GIXNOB		BOXING
YERCARH		ARCHERY	GONTONIGBAG		TOBOGGANING
TOAFLOLB		FOOTBALL	KNITAGS		SKATING
NALDHLAB		HANDBALL	SLABELBA		BASEBALL
RSCOEC		SOCCER	CEOYHK		HOCKEY
FLOG		GOLF	KAEBSTLBLA		BASKETBALL
TOCQUER		CROQUET	RSAECOLS		LACROSSE
BOTLSAFL		SOFTBALL	ISQTUO		QUOITS

ACTIVITIES

I. DECODING SKILLS (cont'd)

Scrambled Letters (cont'd)

EBDULHFAFSRO	-	SHUFFLEBOARD	IENTNS	-	TENNIS
DLRABLSII	-	BILLIARDS	LOOP	-	POLO
EBVYLAOLLL	-	VOLLEYBALL	NLWBIOG	-	BOWLING
SGWTNIERL	-	WRESTLING			

Since a player is likely to select first his longest and most difficult set of scrambled letters to present to his neighbor for unscrambling, the number of letters in the word can be used as a basis for crediting points. Thus, a player who successfully unscrambles the word EBDULHFAFSRO would get twelve points, while the player who unscrambles LOOP would get only four points. If a player misses, he earns no points, but he remains in the game. To add to the interest, a time limit should be set for unscrambling the letters.

Cutting the String — Clock or timer

This is the opposite of STRINGING ALONG, but it serves the same educational purpose. Beginning with a word like pirate, each player in turn must slice off one letter at either end or internally to make some smaller word. Good words to start with are honesty, spinet, trash, flown, hasty, spore, party, sinewy, pantry, spare, twine, stint, swinger, whist, tramp, snowy, and marshy.

My Word - Primary — Blank cards

This game teaches both vocabulary and spelling. Write on each of fifty-two cards a different letter of the alphabet. Half the deck should consist of all twenty-six letters; the other half should contain three E's, two each of A, O, U, R, and S, and one each of N, F, W, Y, T, H, C, P, B, D, M, G, and L.

Shuffle the cards thoroughly and lay them face down on the table. Let each player draw one card. The one drawing the card with the letter nearest the beginning of the alphabet plays first; the one drawing the card with the letter next nearest plays second; and so on. After the cards so drawn have been replaced and the deck has once again been shuffled, the first player draws a card and places it face up on the table. The next player does the same. As soon as any player can combine one or more of his own letters, lying face up before him, with those exposed by any other player or players so as to make a word, whether by additon or insertion, he calls out "My Word!" and takes their letters, spelling the word and placing it in front of him

ACTIVITIES

I. DECODING SKILLS (cont'd)

My Word (cont'd)

on the table. A word so made may be taken by another player with a letter that, when added or inserted, makes a new word. After all the cards have been drawn the score is calculated by giving each player two points for each letter of every word he has set down before him and subtracting one point for each letter he has left that does not form part of any complete word.

The Case of the Missing Vowel - Upper Primary

2, 4 or any even number Paper and pencil

In this variation, which likewise teaches spelling and vocabulary, the players are given a clue from the context of each word in a sentence. Each player writes a sentence with the vowels omitted. Suppose, for example, that it is agreed that the sentence should be a proverb. Two particular proverbs would look like this:

HNST S TH BST PLC.
BRDS F FTHR FLCK TGTHR.

The players exchange papers, and each tries to determine the missing vowels in his opponent's sentence as well as their correct placement. The first to complete the sentence wins. The sentences given above are the familiar proverbs, HONESTY IS THE BEST POLICY and BIRDS OF A FEATHER FLOCK TOGETHER. One way of complicating the game is to run all the letters together to conceal the breaks between words, thus:

HNSTSTHBSTPLC.

In that case, each player should be told how many words are in the sentence. Here is another easy example, this time in verse form:

PRSVRYPRFCTMN;
VRKPTHSPRCPTSTN

Putting the vowel E in the right places yields this piece of Biblical wisdom:

PERSEVERE YE PERFECT MEN;
EVER KEEP THESE PRECEPTS TEN.

The sentences do not have to be restricted to proverbs. Other approaches can be used.

ACTIVITIES

I. DECODING SKILLS (cont'd)

The Case of the Missing Vowel (cont'd)

Just for fun, try this:

VNNORMOUSLPHANTSNDXTRMLYXPNSIVDIBLS.

Once again, all that is needed is the introduction of the vowel E in the right places in order to unlock the secret:

EVEN ENORMOUS ELEPHANTS NEED EXTREMELY EXPENSIVE EDIBLES.

In this case, the sentence contained more than one vowel. But it is easy and amusing to make up silly sentences using one vowel only, like the following:

TLSTJCKSPRTCNCTCHLLBDGRYCTSLNKYRTSBLCKBTSNDRTYNT-STHRRYSRNCH.

This looks much more difficult than it is. Once you realize that only the vowel A is needed to make sense (if that's what you can call it) of this group of letters, all you need to do is find the right places to insert the missing letter:

AT LAST JACK SPRAT CAN CATCH ALL BAD GRAY CATS, LANKY RATS, BLACK BATS, AND ARTY ANTS AT HARRY'S RANCH.

The players might agree to choose, at first, well-known advertising slogans, lines from popular songs, nursery rhymes, personal remarks (compliments or insults), movie titles, etc. On the other hand, at a more advance stage, this variation lends itself to teaching the vocabulary and even the basic concepts of any subject (geography, history, science, music).

Punny Funny - Primary

Large groups — Paper and pencil; clock or timer

This game appeals to children's love of jokes, especially puns or plays on words, and encourages creativity in inventing them. At the same time, it familarizes the players with the spelling and meaning of common homonyms. To establish the mood and to show what is wanted, begin with a little "spice" in the form of puns like those in this book. Then provide the players with a list of frequently confused homonyms taken from those in the list appended at the back of the book.

ACTIVITIES

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I. DECODING SKILLS (cont'd)

Punny Funny (cont'd)

The players are given a reasonable amount of time to think up original jokes or amusing riddles in which these homonyms figure. When time is up, each player reads what he has produced. The one with the best or the greatest number of witty puns on the given homonyms wins the game. Another way of playing the game is to let the players put their "teasers" to one another in the form of questions and see whether their opponents can then work out the rest of the joke for themselves. For example, given such homonyms as PLANE and PLAIN, NECKLACE and NECKLESS, PATIENCE and PATIENTS, PEAR and PAIR, GUILT and GILT, SEA and SEE, here is how one group, after a suitable time for cogitation proceeded:

Player 1: When is a goldsmith likely to be embarrassed?
Player 2: When his gilt (guilt) is all over his face.
Player 3: When is a doctor most likely to complain?
Player 4: When he has lost all his patients (patience).
Player 5: How would you describe a double-chinned jewelry salesman?
Player 6: As a neckless (necklace) vendor.
Player 1: When is a person likely to have a broad, unencumbered field of vision in all directions?
Player 2: When he's on a plane (plain).
Player 3: When is a fruit like a couple?
Player 4: When it's a pair (pear).

Games to Improve your Child's English by Abraham B. Hurwitz and Arthur Goddard-Simon and Schuster, New York publishers.

Word Maze - Upper Primary

2 or more Paper and pencil; clock or timer

This variation builds vocabulary as it teaches spelling. It may also be considered a variant form of CATEGORIES. There are two ways of playing this game. In its simplest form, it is played just like THE KING'S ENGLISH. The only difference is that the letters in the boxes (twenty-five arranged in a square, to begin with) are to be used to form words belonging to a specified category -- e.g., toys, tools, musical instruments, fruits, types of automobiles, etc. Each player is given a square of letters like the one shown below. This one was constructed with letters from the names of different kinds of birds. Starting at any letter

ACTIVITIES

I. DECODING SKILLS (cont'd)

Word Maze (cont'd)

and moving from it as a king does in chess, one box at a time in any direction, horizontally, vertically, or diagonally, each player must spell out as many of these names as he can within a given period of time--say, ten or fifteen minutes. The player with the longest list wins the game.

S	P	H	R	O
W	A	E	T	N
R	R	L	A	I
O	L	G	E	K
T	W	U	H	R

In this particular word maze one can find the following birds: SPARROW, SWALLOW, PARROT, PETREL, OWL, TERN, EAGLE, (and EAGLET), EGRET, GULL, HERON, KITE, and RHEA. A maze like this can be easily constructed for any category, according to the interests and abilities of the players. First, decide on the category. Then, with the aid of a thesaurus, construct a list of people or things that fall under the category. Select a few common and well-known names and one or two that are less familiar. Finally, spell out the names in adjacent boxes, horizontally, vertically, and diagonally, until every box is filled. For example, a similar maze can be prepared with the letters of the names of eleven containers of liquids (cask, tun, tub, bottle, butt, can, ket, salver, carafe, flask, flagon); another with the names of twelve animals (cow, sow, sheep, ram, pig, cat, dog, horse, hog, mare, lamb, mule); another with the names of eleven articles of men's clothing (vest, socks, belt, ties, slacks, braces, coat, hat, shoe, shirt, ascot); another with the names of sixteen states (Texas, Georgia, Alaska, Oregon, Ohio, Utah, Indiana, Idaho, Alabama, Iowa, Nebraska, Maryland, Nevada, Maine, Kansas, Montana); another with the names of fourteen presidents of the United States (Truman, Roosevelt, Washington, Lincoln, Hoover, Coolidge, Hayes, Madison, Adams, Arthur, Grant, Taylor, Tyler, Wilson); and another with the names of ten land vehicles (auto, tram, car, cab, bus, taxi, train, coupe, cart, hansom). Thus, the game can be adapted to review the vocabulary of any subject: history, music, geography, etc. Another way of playing this game is to reverse the order by giving the players ten or fifteen minutes to make their own twenty-five box squares with letters that could be used to form the names of

ACTIVITIES

I. DECODING SKILLS (cont'd)

Word Maze (cont'd)

people or things falling under a given category. The winner would be the player who produced a maze with the greatest number of names within the category. After the time is up, the players can exchange mazes and work out the solutions. Thus, points can be scored either way -- in constructing a maze and in threading one's way through another player's maze. As the players gain proficiency, the game can be made more challenging by adding to the number of boxes in the maze.

II. COMPREHENSION 2 - 3

A. Ask various children to tell stories from their reading to the other members of the class. Lead the children to recognize that they can communicate the ideas and the events in a story in this manner.

B. Discuss with the class the purpose of speaking in or before a group. Elicit the idea that one speaks to be understood and that the most important aspect of speech is communication.

C. Read to the class a brief selection on a subject familiar to the children but made up of non-sense sentences -- sentences created from recognizable words that make no sense when put together. Discuss with the pupils their response to the material.

Why didn't you understand it?
How could the selection be improved so that it could be understood?

Make it clear to the pupils that no communication took place because there was no exchange of ideas between speaker and listener.

D. Read a short poem to the class in a declamatory style. Analyze the delivery with the pupils and then read the poem with the intent of making its content understood. Have the class contrast the readings in terms of the communication that took place.

E. Encourage the children to bring toys, books, and other items of interest to class. Introduce them to Show and Tell by having them informally tell a small group about their treasure. When a particularly intriguing item, or a particularly glib speaker, has captured the interest of a small

ACTIVITIES

II. COMPREHENSION (cont'd)

E. (cont'd)
group, have this presentation given to the total group. Later the children may be asked to speak directly to the total group.

F. Introduce the children to discussion groups by having them first share experiences in small, informal groups. Introduce a topic and lead the children into expressing their thoughts about it.

Example:

Did you have fun in the snow yesterday? What did you do?

Reintroduce the topic as necessary to keep the children on one subject.

III. LANGUAGE 2 - 3

A. Develop a surprise drawer by setting aside a special place for keeping objects and pictures which the children bring to school. Invite the children to go to this drawer in small groups during free time. Encourage them to talk together about the items they find in the surprise drawer.

B. During show and tell and reporting time, encourage each child to look directly at the group as he speaks.

C. Occasionally provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences.

Example:

Pattern: I have a bike.
Response: I have a doll.
I have a truck.

Put enough words on slips in an envelope so that there is one word for each child. Have each child select a word from the envelope and use it in an oral sentence. Later the children may be encouraged to create oral stories around the words selected.

D. Write a sentence such as "He went." on the chalkboard. Discuss this with the children leading them to recognize that though it is a complete

ACTIVITIES

III. LANGUAGE (cont'd)

D. (cont'd)
sentence it doesn't say much. Then have the children orally build the sentence to convey more information.

Example: He went.
He went downtown.
He went downtown with his mother.

E. During reading sessions and class discussions encourage the pupils to speak to the total group. Discourage dialogues between pupil and teacher and foster an understanding of the importance of the group in oral communication.

F. During sharing time, expand Show and Tell by giving the children themes such as:

Something that made me happy
Unusual sounds I heard on the way to school

Encourage the children to describe such incidents and experiences vividly and accurately. Welcome gentle questioning from the listeners to underscore the factual nature of the report.

G. Ask each child to bring to class a rule for home safety, for bicycle safety, or for good manners. Let each child give and explain his rule. Help him to make accurate and careful reports through discreet questions.

H. Using an area map sketched on the chalkboard, ask various children to explain directions of how to get from their homes to school. Encourage them to describe landmarks on the route. Help the children to recognize those directions which would be easiest to follow because of the precision and accuracy with which they were given.

I. Plan regular discussion periods on topics related to class activities. Encourage the pupils to give progress reports on group and individual projects, to bring up for discussion any problems encountered in group work, and present new ideas or approaches that they would like to try.

J. Have the class create a list of positive speaking habits. After a discussion of this list, ask the students to formulate a set of rules for good speaking. These rules may be used as the subject

ACTIVITIES

III. LANGUAGE (cont'd)

J. (cont'd)
of a bulletin board and referred to when needed. This list might include:

Be prepared before you speak.
Think about what you are saying.
Speak to the audience.

K. Problem; Climax; Solution.
Discuss how each of these adds to the total story. Have the children decide on one of the elements such as characters and identify an example:

Main character - a little old man dressed in a raggedy raccoon coat who seems grouchy but is really very kind.

Then have various children build a story around the chosen element. Help the children recognize how the stories differ because of the variance of the other elements.

L. Have small groups of children prepare scenes from recently read stories for dramatization. Guide the groups in discussing which scenes to dramatize and in deciding on role assignments. Lead the children to recognize the important part this discussion plays in preparing their presentations.

M. In a class or group discussion, select, or have the children select, a chairman. Discuss the duties of the chairman, such as to choose whose turn it is to speak, to see that all have a chance to speak, and to keep the group on the subject. Show how having a chairman improves the discussion period.

N. Observe a play presented by the children and occasionally help the children through guided questions such as:

Would Mary talk to her mother like that?
Would the storekeeper scold his customers?

Set up a series of role playing activities for the children including teacher-child, mother-child, and child-friend situations. Have the children improvise dialogue to develop the situation. After the series has been presented, discuss the differences in the way the child spoke to the other character in each scene. After the discussion, continue with more scenes so the children will consciously adapt to the

ACTIVITIES

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III. LANGUAGE (cont'd)

N. (cont'd)
various roles in which they are placed.

O. Elicit from the children examples of their adaptation to an audience. Questions such as the following might be considered:

How would you ask your mother for something you wanted?
Would you ask your father in the same way?
How would you tell a story to your baby brother or sister?

Encourage the children to cite specific examples from their own experience which illustrate this adaptation.

P. Have the pupils read to the class a short poem or story. Discuss with the class the importance of being thoroughly familiar with the material to be read so that the reader may look at the audience occasionally without losing his place.

Q. Discuss interviewing with the class, stressing the necessity for speaker and listener to look at each other. Then have the pupils choose partners and interview each other. Ask some of the more successful pairs to conduct their interviews for the total group.

R. Read to the class a paragraph with a clearly stated main idea followed by details which support this main idea. Discuss the paragraph with the children pointing out how the details explain the stated idea. Then guide the children in preparing brief talks in which the main idea is stated, followed by sentences which develop this idea. Topics such as the following lend themselves well to this type of activity:

Life in Colonial Days
Pets
My Favorite Game

<u>Games with Rhymes - Elementary</u>

1. Rhyme Ping-Pong — Clock or timer
2 students

Help familiarize child with simple rhymes. Set a time limit and start at a slow pace. Begin with easy rhymes. Call out a word such as "Boy." Before the time limit is up the child must tell a word that

ACTIVITIES

III. LANGUAGE (cont'd)

Games with Rhymes (cont'd)

will rhyme with boy. Then it is the teacher's turn to give another word that rhymes with boy. If this is set up with two students it is up to the other student to think of the next word that rhymes with boy. The idea is to see how long the players can go on doing this before exhausting their stock of ready rhymes. The winner is the player who lasts the longest. Start with simple words and go on to harder ones.

Rhyme Time - Elementary

2 or more students can play Paper and pencil; clock or timer.

In this game each player, within a given time, must think of as many words as possible that rhyme with the given word. Ask the question "How many words can you find that rhyme with _____?" Each player writes down his list until the time is up. The player with the most words wins. A second way to score the game is to give one point for each word on the list and an extra point for each word that no other player used.

Alphabetical Nouns - Elementary

3 or more Clock or timer

In this variation the child is introduced, by a natural extension of the game, to another part of speech - the noun. Make up any statement that needs to be completed with the addition of a noun - e.g., "I gave my girl some _____." Now ask each player, in turn, to mention an appropriate noun, making up a series whose first letters follow an alphabetical sequence. A reasonable time limit should be set for each response.

Given the information above, the players might proceed as follows:

Player 1: Ants
Player 2: Bikinis
Player 3: Caramels
Player 4: Drums

A point is gained for each correct addition, and two points are forfeited for each error.

ACTIVITIES

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III. LANGUAGE (cont'd)

Alphabetical Adjectives - Elementary

3 or more Clock or timer

This game introduces a child to one of the parts of speech - a word that describes. Besides teaching spelling and the sequence of letters in the alphabet, it helps him to form coherent sentences. Each player must try to describe himself or someone else in a series of adjectives whose initial letters follow an alphabetical sequence, like this:

"Jane is amusing, beautiful, charming, delightful, eager..."

Or each player may be called upon in turn to add an adjective to this list within a given period of time. See variation below.

In what sort of syllables should a parrot speak?
In polysyllables, of course.

Read this three times, each time faster than before:

Why try wine? Try tying twine, tying twine tires? Try twisting twine or tying twists. Wrists tire? Try twice twisting twine. Twill's twine twice twisted; untwisted, twill untwine. Twist twill; twill twist. Untwist twill; twill untwist. Twist wrist; untwist wrist; untwist wrist; rest wrist.

Read this three times, each time faster than before:

She's so selfish
She should sell shellfish,
But shellfish shells
Seldom sell.

Put-Together - Elementary

2 or more

The game begins with the first player calling out a word which, when added to another - either before it or after it - would make a solid compound word. If the first player calls out "Saw" the next player must suggest a word which, when added to saw, either preceding it or following it, could form a compound word, like hacksaw or sawdust. He receives

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III. LANGUAGE (cont'd)

Put-Together (cont'd)

one point for building the compound and another for spelling it correctly. If he cannot think of a compound word that could be formed from Saw in this fashion, he may challenge the first player to supply one. Failure to do so would involve a penalty of two points.

Blow the Whistle! Primary

Large group Whistle; clock or timer

Like WHISTLE STOP, this game demands a speedy response. It is essentially a game of word association designed to familiarize children with common groups of three words each. Instruct the children to listen carefully as you call out a series of two words. Before you blow your whistle, they must add the third word that completes the group.

In case of a tie or doubt about who answered first, a runoff should be held. Here, for example, are some sets that can be used in this game:

Red, white, and _____.
Sun, moon, and _____.
Ready, set, _____.
Tom, Dick, and _____.
Hook, line, and _____.
Man, woman, and _____.
Stop, look, and _____.
Lock, stock, and _____.
Healthy, wealthy, and _____.
Deaf, dumb, and _____.
Hop, skip, and _____.
Reading, writing, and _____.
Faith, hope, and _____.
Morning, noon and _____.
Give, devise, and _____.
Wine, women, and _____.
Knife, fork, and _____.
Ear, nose, and _____.
Ready, willing, and _____.
Fair, fat, and _____.

The game can also be played with sets of two, like a nip and tuck, time and tide, fame and fortune, fair and foul, etc.

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ACTIVITIES

III. LANGUAGE (cont'd)

Tongue Twisters -

Read this three times, each time faster than before:

I twice priced iced ox tripe.
Price white-striped sox.
Write: "Right type of sliced tripe's price's right"
Typewrite: "Swipe tripe and white-striped sox."

Read this three times, each time faster than before:

I'm back to back a tobacco tax.
It takes tact to tax backs It takes tact to back a tax. Back attackes taxes! Tax tacks! It takes tact to attack a tack tax. Attach back taxes. Tacks attach tax to back. Attach back tobacco tax to back and tack back back tax back-to-back.

Read this three times, each time faster than before:

Wicked witches switch wishes.
Which wicked witches swish wicket switches?
Which witch swishes?
Which witches wish wicked wishes?
Which witch wishes?
Wish a witch; switch a witch;
Swish a witch; switch witches.
A witch's a witch; a swish's a swish; a wish's a wish.
Which witch switched a witch?
Which witch's which?

Say this three times, each time faster than before:

This snail's stale, His tail's stale,
His tail's stale,
This snail's tail's stale.
This snail's tail's still stale.
This snail tale's stale.

Use of Dictionary

Can you answer these questions below? You can if you use your dictionary. Look up the words you don't know and answer yes or no after each question.

1. Can a centaur be found in a zoo?
2. Was Ceres the same goddess as Demeter?
3. Is a poetess a man who writes poems?
4. Did Benjamin Franklin fight in the War of 1812?

III. LANGUAGE (cont'd)

Use of Dictionary (cont'd)

5. Is a grackle a kind of noise?
6. Is Huron the second largest of the five Great Lakes?
7. Is a limerick a soft drink?
8. Is Md. an abbreviation for "doctor of medicine?"
9. Is a puffin a small pillow?
10. Is a statute a law?
11. Is the Volga an inland sea?
12. Was John Greenleaf Whittier an English poet?

Stringing Along - Elementary-Intermediate

2 or more — Clock or timer

This game teaches spelling and vocabulary and trains the child's visual memory.

The first player starts by naming any letter of the alphabet. Each player in turn must "string along" by adding one letter, either before or after those already called out, to form a word. The ever-growing necklace of words, formed by adding one letter at a time at either end, constitutes a challenge to keep building longer words by the same process. Thus, a game might proceed from i to it to pit to spit and spite, or rip, trip, and tripe. Another might begin with o and go on to on, one, tone, and stone. Still another might start with a and string along from at to ate to rate to irate and pirate. The game can be made more difficult by permitting a letter to be inserted, as well, anywhere in the middle of a word to form a new word. Thus, pit might be transformed into pint, then to print, and finally to sprint. Since this places a greater strain on the memory, more time should be allowed for each answer.

Alliterative Sentences - Upper Primary (top group)

3 or more — Clock or timer

This variation gives the child practice in building sentences. Every word of the sentence is to have the same initial letter. Here are two examples:

"Abe always ate apples."
"Ben blew blue bubbles but became bored by _____."

Each player can be called upon to add a word, within a given period of time, to the sentence being built up; or each player can try to make the longest sensible sentence, starting with a given letter.

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III. LANGUAGE (cont'd)

Vocabulary - Building Games

2 students Paper and pencil

This game should help improve vocabulary and spelling ability. Each player draws a square divided into twenty-five boxes, five in each row. Now the first player, thinking of some five-letter word that can be written on the boxes either vertically, horizontally, or diagonally, or even backward, calls out any letter in the word and writes it in its appropriate box, without showing his chart to his opponent. Let us suppose that, thinking of the word Plant, the first player calls out the letter A and writes it in the third box of his upper horizontal row.

His opponent may place this letter in any box he pleases on his own chart to form part of a word he has in mind. Thus, thinking of Start, he may place the A in the third box from the top in the first vertical row at the left. Now it is his turn to call out a letter _____ it might be T _____ and to place it in the appropriate box for the word he wants. The same letter may be called out more than once, and every letter called out must be put in some box or other. Five points are scored for each five-letter word, four for a four-letter word, three for a three-letter word, etc. Credit is likewise given for words within words. The game can be made more difficult by increasing the number of boxes or by having someone call the letters for both players.

Alphabetical Adverbs With Charades

3 or more Elementary

This game has many educational values. Not only does it introduce the child to adverbs, but it fosters creativity and inventiveness and builds vocabulary.

Begin with a sentence containing an active verb that can be modified by a series of adverbs. These must be added by each player in turn, in alphabetical order, but in a way that makes sense.

Here is one possible start:

"The pilot flew the plane_____."

Player 1:	Acrobatically.	Player 1:	Dangerously.
Player 2:	Bumpily.	Player 2:	Enthusiastically
Player 3:	Carelessly	Player 3:	Frantically

ACTIVITIES

III. LANGUAGE (cont'd)

A Haiku Experience

Three line 17 syllable form of poetry called Haiku to help free children's creativity. The best approach is to begin with a class created, or group created poem, and then have the children select a topic and write an individual Haiku.

Sometimes the selected topic is an idea - starter; sometimes it is not. Sometimes a topic works for one group, and not for another. One can try with mixed results topics such as specific seasons, individual colors (yellow or grey) and stories conveying emotional reactions, as O'Henry's "The Last Leaf." Better response comes from combining an informal drama experience with the creative writing experience.

Begin the lesson by introducing the Haiku form; the principle of rigidity of form making it easier for flexibility of creation was discussed; then we composed a group Haiku. As usual, the finished products served as examples, but only one of the three sections produced a Haiku that was not cliche-ridden or rapid. The one, stimulated by the word "grey" emerged:

Shabby overccat
pockets empty of all hope
oh God! What's the use?

After each group had composed one Haiku, I then instructed them to select a partner and lock the fingers of their right hands, leaving their thumbs free. I then said, "You are your thumb. Your thumb is you. Now communicate." At first the students laughed. Then they exhibited mixed reactions; some were anxious at the idea of physically touching a fellow human being; some were frustrated by the silence forced upon them. They "communicated" for almost fifteen seconds. Of course, it doesn't have to be done with thumbs. Elbows, knees, foreheads will do nicely. So will toes. The idea is to provide a non-verbal tactile communicating and self revealing experience. Then after this, and with no further discussion, students are instructed to write an individual Haiku based on this experience. Here are some of the results:

Twofingers, laughing
Playing, dancing, joyfully
With no words to speak.

ACTIVITIES

III. LANGUAGE (cont'd)

A Haiku Experience
(cont'd)

Imagination
nodding, jerking, bending, touch
with two little thumbs.

On a rainy day
We fought till one of us lost,
Then made friends again.

A strange way to speak
Too new to know what to do
Can't communicate

A thumb can make friends
As easily as a child
Will you be my friend?

Wriggling little thumb
Says hello and how are you
Part of me is me.

Fearfully watching
Active and playful frolics
I cannot respond.

Shy, withdrawn and scared
The little boy hid his head
What was his reason?

Gayly flirting girl
human relations seem far
to a shy young man.

A frustrating world
With not one word to be mouthed
Silence, only thumbs.

Words are unneeded
Friendliness without display
Thumbs wildly at play.

Thumbs sing, laugh and cry
Friendship expressed wordlessly
Empty words absent.

Silent, separate
I cannot become a part
Of so strange a world

ACTIVITIES

III. LANGUAGE

A Haiku Experience (cont'd)

I, lonely, empty
Walking, head down, withdrawn, see,
A friend waiting there.

Together, hands clutched
An unforgettable time,
With no words spoken.

LANGUAGE - SOCIAL SKILLS

A. Learn to make proper introductions.
   1. When introducing a child to an adult, say the adult's name first.
      Mrs. Brown, this is my cousin, Linda Ames.
      Linda, this is our neighbor, Mrs. Brown.
   2. When introducing a man to a woman, say the woman's name first.
      Mother, this is my teacher, Mr. Adams.
      Mr. Adams, this is my mother, Mrs. Wilson.
   3. When introducing two boys, or two girls, say either name first.
      Tom, this is Paul Johnson.
      Paul, this is Tom Barnes.
   4. When introducing a girl to a boy, say the girl's name first.
      Jean, this is Jack Roberts.
      Jack, this is Jean Ellis.

B. Learn to use telephone etiquette.
   1. The telephone company will lend the school a kit containing two telephones and booklets. After learning the socially correct procedures for making and answering business, emergency, and social calls, children can take turns in pairs dialing each other and enacting the different types of calls. The class can discuss whether all pertinent information was given and how courteous the converations were.
   2. Use the film "Adventures in Telezonia" or any other educational materials provided by the phone company.

C. Learn to develop poise in speaking in front of the class.
   1. Let class discuss annoying idiosyncrasies of a speaker such as swaying, leaning, twisting hair, and wringing hands.
   2. Let class discuss importance of being well prepared as an aid in developing poise.

ACTIVITIES

IV. CREATIVITY - Upper Primary

A. Aim: To stimulate a desire to write creatively.

1. Help pupils observe and interpret daily happenings around them. Observe and interpret phenomena and processes:
   a. Colors of leaves before they fall in Autumn
   b. Flooded streets in a heavy rainfall
   c. A rainbow after a shower
   d. A bulldozer making an excavation
   e. The pull of a magnet
2. Have the group react to the following sensory impressions:
   a. A smell from the cafeteria
   b. The moods of the sky
   c. The rustle of paper
   d. The moan of a siren
   e. The rain on the window
3. List on the chalkboard pupil dictated words which describe these impressions.
4. Encourage the pupils to collect pictures which have special appeal to the senses. Use the pictures as a motivational device for painting with words.
5. Contrast the mental imagery evoked by different words:
   a. He (cut, slashed) the bark of the tree.
   b. She (stopped, hesitated) at the door.
6. Find words or phrases that prompt images.
7. Call attention to words that are synonymous, or nearly so:
   a. Sleepy, drowsy
   b. Went, whizzed
8. Individual pantomimes can be initiated by having the children play "charades." Write on cards some simple directions such as picking flowers, putting on a coat, and driving a car. Have the children select a card and act out the directions indicated. Later, characters from stories read in class may be used for the charade.
9. The dramatization of short scenes from stories may be used after a story telling lesson. Allow the children to become familiar with the story and to select their own scene for dramatization. Improvisions based on short scenes from familiar stories are best. Stress the use of the body in portraying individual characters.
10. Have the students write, or find in a book, sentences which could be used with gestures to:
    a. Point out something
    b. Describe a shape or size
    c. Indicate division into parts

ACTIVITIES

IV. CREATIVITY - Upper Primary (cont'd)

d. Point up emphasis on a word or phrase
e. Show approval
f. Show disapproval

Have them present their sentences to the class using appropriated gestures.

11. On the chalkboard write phrases to be acted out such as: an old man with a cane, an angry sergeant, a queen. After various pupils have had an opportunity to play these rolls, evaluate them with the class. Lead them to recognize that the most successful performers use body control to convey character.
12. Plan with the pupils a series of group presentations. These might include a story-telling hour in which four children tell their favorite stories, a group discussion of hobbies, or committee reports. Following each presentation, evaluate the performance calling special attention to the signs of good body control that were evident.
13. Play a variation of the game Simon Says in which the group obeys the speaker's commands if the speaker is looking at them or if they think the speaker is looking at them. The group should ignore the command if the speaker is not looking at them.
14. Have the children use simple puppets to act out stories read in class. Lead them to recognize the need for the puppets to look to whom they are talking whether it be another puppet or the audience.
15. Plan small group activities at playtime to stimulate informal conversations. Arrange the furniture informally to encourage an easy exchange of ideas. Encourage the children to look directly at the person to whom they are talking.

ACTIVITIES
Reference Books and Magazines

"Spice" - Educational Service Incorporated

Listening Skills for Kindergarten Children - Avon, Connecticut

Phonics: In Listening, in Speaking, in Reading, in Writing - Louise Scott

Talking Time - Louise Scott

Reading Teacher Magazine

Reading Newsreport

Reading Aids Through the Grades - David Russell and Etta Karp

Listening Aids Through the Grades - David Russell and Elizabeth Russell

AUDIO VISUAL MATERIALS

FILMSTRIPS

Key: R - Roaring Brook
H - Huckleberry Hill
T - Towpath
A - High School

	FILE NO.	SCHOOL
I. SKILLS		
"Auditory Discrimination"	85 B	T
"Alphabet"	85 H	T
"CH & J Sounds"	F 12	R
"Classifying"	85 E	T
"Comparisons"	C 26	R
"Comparisons & Contrast"	C 20	R
"Consonant Blends"	F 23	R
"Consonant Sounds, Blends"	AG 10	H
"Consonant Sounds"	E 10	R
"Critical Thinking"	C 29	R
"Classifying"	C 28	R
"Digraphs"	F 25	R
"F & V Sounds"	F 5	R
"Find the Right Word"	79 B	T
"Final Consonants D, K, M, N, P, T"	5	T
"Final Consonants D, K, M, W, P, T"	F 21	R
"First You Find It, Then You Define It"	F 29	R
"Fun With A E I O U"	79 G	T
"Fun With Sentences"	79 F	T
"Fun With Words"	79 C	T
"Games With Words"	79 D	T
"Hearing Sounds in Words"	E 9	R
"Initial Consonants K, V, Y, Z, Q, X"	F 20	R
"Initial Consonants B, S, M, F, T"	1	T
"Initial Consonants B, S, M, F, T"	F 17	R
"Initial Consonants C, W, R, N, G"	2	T
"Initial Consonants C, W, R, H, G"	F 18	R
"Initial Consonants K, V, Y, Z, Q X"	4	T
"Initial Consonants P, L, D, N, J"	3	T
"Initial Consonants P, L, D, N, J"	F 19	R
"Interpreting"	C 31	R
"K & G Sounds"	F 9	R
"Letters Which Work Together"	E 14	R
"Long Vowels"	F 24	R
"Long Vowel Sounds"	E 12	R
"L Sounds"	F 15	R
"Make Alphabetizing Work For You"	F 28	R
"M, N, NG Sounds"	F 4	R

AUDIO VISUAL MATERIALS

FILMSTRIPS

	FILE NO.	SCHOOL
I. SKILLS (cont'd)		
"Mr. Adjective"	6	T
"Mr. Adverb"	8	T
"Mr. Conjunction, Mr. Preposition & Mr. Interjection"	8	T
"Mr. Pronoun"	4	T
"Mr. Verb"	7	T
"My Talking Helpers"	F 1	R
"Names for Numbers"	C 35	R
"P & B Sounds"	F 2	R
"Phonics, Help Yourself Read"	AG 6	H
"Phonics, Let's Start With Key Words"	AG 1	H
"Phonics, Make Words Work For You"	AG 2	H
"Phonics, Test Yourself on Sounds"	AG 5	H
"Phonics, Vowel Sounds Help You"	AG 4	H
"Phonics, Your Eyes and Ears are Good Helpers"	AG 3	H
"Possessive Mr. Noun"	3	T
"Reading Puzzles"	79 E	T
"Recognition Phrases"	85 A	T
"Rhyming Endings"	F 22	R
"R Sound"	F 14	R
"S & Z Sounds"	F 13	R
"Second Visit to Mr. Pronoun"	5	T
"Short Vowels"	F 32	R
"SH Sound"	F 11	R
"Singular and Plural Mr. Noun"	86 B	T
"Same Words Mean Two Things"	AG 7	H
"Studying Long Words"	E 13	R
"Name Calling - Mr. Noun"	1	T
"Tricky Consonant Sounds"	E 11	R
"T & D Sounds"	F 3	R
"TH Sound"	F 10	R
"Visual Discrimination"	85 D	T
"Vowel Sound - Diphthongs"	AG 8	H
"Vowel Sound - Digraphs"	AG 9	R
"Vowel, Backbone of a Syllable"	F 30	R
"Vowel Diphthongs & Vowels Influenced by "R"	F 26	R
"WH, W, & H Sounds"	F 6	R
"Word Beginning Clues"	79 H	T
"Word Ending Clues"	79 I	T
"Words & Their Ways"	F 31	R
"You Can Find Words Easily"	F 27	R

AUDIO VISUAL MATERIALS

RECORDS

		SCHOOL
I. SKILLS		
"Listen & Do (Albums & Ditto Masters) Consonants & Vowels"	- Houghton Mifflin	R, H
"Let's Listen"	- Ginn	R, H
"Listening Skills For Pre-Readers"	- Classroom Material	H
"Listening Time Stories"	- Scott & Wocd	H
"Pathways to Phonic Skills"	- Ame Book Co.	H, R
"Reading & Spelling with Phonics"	- Reading Dev. Center	H
"Reading Readiness"	- Ginn	R
"Roberts Series Records"	- Harcourt, Brace	H, T, R
"Sounds for Young Readers"	MacFadden & Raeburn	H
"Sounds I Can Hear"	- Scott, Foresman	R
"Sound Way to Easy Reading"	- Bremmer-Davis	R

TAPES

Wollensak Teaching Tapes - Language Arts

"Recognition - Short a"	T, R
"Recognition - Short i"	T, R
"Recognition - Short o"	T, R
"Recognition - Short e"	T, R
"Recognition - Short u"	R, T
"Evaluation: Short Vowel Recognition"	T, R
"Building Sight Vocabulary"- Tapes A, B, C, D, E, F, G, H	T, R
"Evaluation: Short Vowel Recognition"	T, R

Eye Gate

"Techniques of Paragraph Writing"	R
"Fundamentals of Vocabulary Building"	R
"Advanced Reading Skills"	R

"Visual Perception Series"
"Developing Cognitive Skills in Young Learners"
SVE Filmstrip - Record -"How to Use the Card Catalog"
"Whats in the Dictionary"

AUDIO VISUAL MATERIALS

FILMSTRIPS

Key: R - Roaring Brook
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II. LITERATURE	FILE NO.	SCHOOL
"Baa, Baa Blacksheep"	57 F	T
"Bambi"	AE 4	H
"Beauty and the Beast"	AA 4	H
"Beauty and the Beast"	135 D	T
"Boy Who Cried Wolf"	--	T
"Chicken Little"	AB 4	H
"Ding Dong Bell"	57 E	T
"Ferdinand The Bull"	AB 100	R
"Frog Prince"	135 I	T
"Frog Prince"	AA 9	H
"Gingerbread Man"	AB 6	H
"Hansel & Gretel"	AB 7	H
"Hans Christian Anderson"	AD 5	H
"Hey Diddle Diddle"	57 G	R
"Inside Mother Goose Village"	95 B	T
"Inside Mother Goose Village"	95 C	T
"Jack & Jill"	57 B	T
"Jack & The Beanstalk"	AB 9	H
"King Midas & The Golden Touch"	184 B	T
"King Midas & The Golden Touch"	AC 2	H
"Lion & the Mouse"	AB 1	H
"Lion & the Mouse"	AB 1	T
"Little Boy Blue"	57 D	T
"Little Red Hen"	AB 5	H
"Little Red Riding Hood"	F 24	R
"Mary Had a Little Lamb"	57 A	T
"Mother Goose Village"	95 I	T
"Mother Goose Village Fire Dept."	95 H	T
"Mother Goose Village Lake & Police Station"	95 G	T
"Mother Goose Village Post Office"	95 F	T
"Off to Mother Goose Village"	95 A	T
"Old Woman Who Lived in a Shoe"	95 D	T
"Pandora & the Gift of the Gods"	184 A	T
"Peter Rabbit"	AB 8	H
"Pinocchio"	AA 1	H
"Pinocchio"	135 A	T
"Pussy Cat"	57 H	T
"Rabbit & the Turtle"	1	T
"Rapunzel"	AA 8	H
"Rapunzel"	135 H	T
"Robert Louis Stevenson Fantasy & Adventure"	E 2	R
"Rumpelstiltskin"	AA 5	H

AUDIO VISUAL MATERIALS

FILMSTRIPS

	FILE NO.	SCHOOL
II. LITERATURE (cont'd)		
"Rumpelstiltskin"	135 E	T
"Sing a Song of Sixpence"	571	T
"Snow White & Rose Red"	135 B	T
"Snow White & the 7 Dwarfs"	AA 7	H
"Snow White & the 7 Dwarfs"	AA 10	H
"Snow White & the 7 Dwarfs"	135 G	T
"Snow White & Rose Red"	AA 2	T
"Story Book People"	1101	T
"Stories for Special Days"	85 J	T
"The Crow & the Pitcher"	--	T
"Three Bears"	AB 2	H
"The Fir Tree"	E 7	R
"Three Little Kittens"	57 C	T
"Traveling Musicians"- A Grimm's Fairy Tale	E 4-E1	R
"Thumbelina"	AA 3	H
"Thumbelina"	135 C	T
"Ugly Duckling"	AA 6	H
"Ugly Duckling"	135 F	T
"Walt Disney - Ben & Me"	8675	T
Coronet Films and Cassettes		
"Just So Stories"		R
"Stories for Joining In"		R
"Let's Listen Series"		R
Media Asscciates "Children Around the World"		R
Charles E. Merrill Publishing Company		
Mini Library		
"The Listening Book"		R
"Classical Literature"		R

AUDIO VISUAL MATERIALS

RECORDS

II. LITERATURE (cont'd)

		SCHOOL
"A Child's Garden of Verses"	- Hoffman	R, T
"A Child's Garden of Verses"	- Anderson	T
"Adventures of Tom Sawyer"	- Chandler	H, T. R
"Aesop's Fables"	- Meredith	H
"Ali Baba & the Forty Thieves"	- Barrymore	H
"Alice in Wonderland"	- Miller & Webb	H, T
"Alice in Wonderland, Legend of Sleepy Hollow"	- Luther	H
"Peter & the Wolf"	- Luther	H
"Petrouchka"	- Luther	H
"Audio Book of Storytime Favorites"	- Webb	H, R
"Boy Who Cried Wolf"	- --	T
"Carl Sandburg's Poems for Children"	- --	A
"Chicken Licken"	- Luther	T
"The Gingerbread Boy"	- Luther	T
"The Crow & the Pitcher"	- Luther	T
"Daniel Boone"	- Glazer	H
"Grasshopper & the Ants"	- Glazer	T
"Grimm's Fairy Tales"	- Kaye	H
"Grimm's Fairy Tales"	- Schildkraut	A
"Hans Christian Anderson"	- Kaye	H
"Jack & the Beanstalk"	- Luther	H
"Just So Stories"	- Lockhart	H, T, R
"Just So Stories"	- Karloff	T
"Little Match Girl & Other Fairy Tales"	- Karloff	A
"Madeline & Other Bemelmans"	- Channing	T
"Night Before Christmas"	- Donald	H
"Nonsense Verse"	- Lillie	A
"Pecos Bill"	- Rogers	H
"Pied Piper & The Hunting of the Shark"	- Karloff	T
"Pinocchio"	- Miller	H, R, T
"Rabbit & the Turtle"	- Miller	T
"Raggle-Taggle Town"	- Luther	H
"Reluctant Dragon"	- Karloff	A
"Shoemaker & the Elves"	- Luther	H
"Sleeping Beauty"	- Luther	H
"Snow White & the Seven Dwarfs"	- Luther	H
"Cinderella"	- Luther	H
"Tubby the Tuba"	- Annette	H
"Wind & the Sun"	- Luther	T
"Wizard of Oz"	- Miller & Webb	H, T, R

LANGUAGE ARTS RESOURCE FILE

The Language Arts resource file is available in each building. Teachers may borrow these dittos for classroom use from the Resource Room. Please replace any worn-out dittos. Any new ones that you wish to add would be appreciated.

Reading Readiness

We Get Ready to Read
Rhyming Pictures

Visual Perception

Figure Group
Position in Space
(likenesses & Differences)
Eye-Motor Co-ordination
Constancy of Shape
Spatial Relations

Consonants

Initial Soft & Hard C&G
Medial Silent Letter
Final
Phonics - 1A

Consonant Blends, Consonant Digraphs, Vowels

Long, Short, Irregualr
Vowels Y&W
R Controlled Vowels
Vowel Recognition
Words in Color
Vowel Principles
Long & Short Vowels

Comprehension Skills

Classifying Ideas
Details
Determining Analogous Relationships
Evaluating Content
Figurative Language
Similes & Metaphors
Following Directions
Generalizing
Inferring from Context & Verifying Inferences
Main Idea
Making Judgments
Noting Inconsistence & Relevancy of Ideas

Comprehension Skills (cont'd)

Organizing Ideas
Outline
Predicting Outcomes
Relating Pronouns & Antecedents
Sequence
Using Sensory Images
Visualization
Word Meanings
(1) Multiple Meanings
(2) Antonyms
(3) Homonyms
(4) Synonyms

Structural Analysis

Compound Words
Prefixes - Suffixes
Contractions
Phonograms - Rhyming
Rules for Adding Endings

Syllabication

Accent

Dictionary Skills

English Arts $2^1, 2^2, 3^2$

Reading Games - These games may be signed out from the Resource Room.
U N O Phonics Game
Group Word Teaching Game
Phonetic Word Drill Cards
Word Family Fun
Password - Doghouse Game
Lyons & Carnahan Sound Game
You Can Read
Phonetic Word Wheel
Word Prefixes
Word Suffixes
Dial & Spell
Go to the Head of the Class
Parquetry Blocks
Puzzles
Play Tiles
Reading & Spelling with Phonetics

LANGUAGE ARTS RESOURCE FILE (cont'd)

Language Arts

First Grade Language Drills
Second Grade Language Drills
Third Grade Language Drills
Fourth Grade Language Drills
Fifth Grade Language Drills
Language Patterns & Usage (1-2-3)

Sight Words

Dolch, Ginn

Spelling

Learning to Spell Grade 2
Learning to Spell Grade 3

Worksheets - Available in work area in office all ready to use.

Silent Letters
Visual Discrimination
Long and Short Vowels
Worksheets on C-G--A-D-Y
Phonograms
Main Idea
Sensory Images
Inference (who-what-why)
Outlining
Classification
Drawing Conclusions
Sequence

LANGUAGE ARTS GLOSSARY

The decoding program for Reading 360 uses the following linguistic terminology:

LEVELS -- A block of related skills taught concomitantly.

CLUSTER -- A group of separate sounds or letters that are next to each other in words. For example, the letters t and r may appear as the cluster of consonant letters tr, representing the cluster of sounds (tr). The vowel letters may also appear in clusters.

DECODING -- The process of unlocking, analysing, or solving a written word on the basis of known phonemic and structural clues.

DIGRAPH -- Two letters that stand for one sound such as c and h in children, which stand for the sound (č). Vowel letters may also be digraphs: the a and i in train represent the glided vowel sound (ey).

GLIDED VOWEL SOUND -- One which is begun at one place in the mouth but is concluded at another. The tongue usually rises while the sound is being pronounced. The vowel sound of high, (ay), starts at (a) and ends at (iy).

GRAPHEME -- An alphabetic symbol (a letter) used to represent a language sound or sounds.

GRAPHEMIC BASE -- A vowel letter or letters, with a consonant letter or letters following, such as at. It may be found in several rhyming words, such as fat, cat, bat. One kind of graphemic base also has a final e marker, as in ame.

LINGUISTICS -- The study of language.

MARKER -- A letter which indicates the phonemic representation of one or more other graphemes, sometimes at some distance away; or an affix that marks a word as a particular part of speech such as able, an adjective marker, and ling, a noun marker.

PHONEME -- A functionally distinctive class of language sounds which contrast or "make a difference" in a particular language. In English, the (k) sounds in kill or cat, though acoustically different, constitute one phoneme, because they do not contrast with each other.

PHONEME-GRAPHEME CORRESPONDENCE -- The relationship of a significant language sound (phoneme) to a letter (grapheme) or letters. The phoneme (ae) as in cat is related to the letter a; the relationship may be stated as the correspondence of the phoneme (ae) to the letter a, or, more briefly, the correspondence (ae)a.

LANGUAGE ARTS GLOSSARY (cont'd)

PHONEMIC ANALYSIS -- Using speech sound organized into phonemes in order to associate them with graphemes for the purpose of decoding words.

PHONEMIC ELEMENT -- A language component which indicates sound value or sound-symbol correspondence, such as the sound (e) in bed, or the correspondence (f)ph in phone.

SPELLING PATTERNS -- Patterns such as consonant-vowel-consonant (CVC), on which the word bed is spelled; or consonant-vowel-consonant-e-marker (CVCe), on which the word came is spelled.

STRUCTURAL ELEMENT -- A language component indicating the grammatical structure of a word, such as an affix, like ful in spoonful, or an inflection, like ed in worked.

UNGLIDED VOWEL SOUND -- One in which the tongue does not rise from one level to another. The unglided vowel sounds are (ae) as in cat, (e) as in pet; (i) as in pin, (a) as in father, (ə) as in nut, (u) as in put, and (ə) as in saw.

UNVOICED SOUND -- One which does not cause vibration of the vocal cords, such as the consonant sound (e) at the beginning of thin.

VOICED SOUND -- One which causes vibration of the vocal cords, such as the consonant sound (ə) at the beginning of this.

KERNEL SENTENCE -- The simplest form of a sentence.

MORPHEME -- A single piece of meaning expressed by a word or a part of a word.

SIMILE -- A figure of speech in which two unlike things are explicitly compared.

SYNTAX -- The typical order of words in a sentence to convey meaning.

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LANGUAGE ARTS GLOSSARY (cont'd)

WHERE SPECIALIZED TERMINOLOGY IS USED WITH CHILDREN

LEVEL 1	LEVEL 2	LEVEL 3
consonant sound and letter	period	glided and unglided vowel sounds
vowel sound and letter	question mark	symbol
	exclamation mark	voiced and unvoiced sounds
		e marker
		comma

LEVEL 4	LEVEL 5	LEVEL 6
(nothing new)	spelling patterns	root
	e-marker patterns	stress
	contraction	compound
	apostrophe	
	plural and singular	

LEVEL 7	LEVEL 8	LEVEL 9
syllable	consonant digraph	homonym
suffix	consonant cluster	synonym
base	possessive	antonym
	prefix	schwa
		pronunciation key
		entry word
		guide word
		graphemic base
		accent mark

LEVEL 10
hyphenation
kernel sentence
morpheme
simile
syntax

SUGGESTED PROOFREADING SYMBOLS FOR PRIMARY GRADES

Whatever symbols you choose to use should be explained to the children and a chart put somewhere to which they can refer.

SYMBOL	MEANING
Sp	Spelling (Level 6)
H	Error in heading (Level 7)
/\	Word omitted (Level 6)
⊓	New paragraph needed (Level 9)
P	Error in punctuation (Level 4 & 5)
(G) around letter . .	Error in capitalization (Level 3)
‹—	Line should begin at margin (Level 9)
SS	Error in sentence structure (Level 6)
-----›	Indent (Level 9)
Gr	Error in grammar (Level 10)
Syl	Syllabication at end of line is incorrect (Level 10)
Inc	Incomplete (Level 5)
nc	Not clear (Level 10)
Cic	Corrected in class by pupils (Level 10)
r-w	Review work (Level 10)
Ms	Manuscript error (Level 11)
Pro Res	Unclear or incorrect pronoun (Level 11)
w	Poor word choice or vocabulary error (Level 11)
T	Tense error (Level 4)